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ABSTRACT

This annotated bibliography contains 166 English language annotations of newspaper, journal, and government publications from Egypt on the topic of education. All items were published in 1979. The items are categorized by subject areas including: adult education, art education: basic education: child care, education and psychology: demographic education: elementary secondary education: higher education: educational practice: the handicapped: nurseries: physical education: private education: school libraries: special education: teacher education: mathematics: religious education: science: and women. An author index and list of sources conclude the document. (Author/RM)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

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ADULT EDUCATION

1. Naguib, Magdi, "Inauguration of International Symposium on Adult Education", (Iftitah Al-Nudwah Al-Dawliyyah li-Ta'leem Al-Kibaar), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8332, (February 27, 1979), p. 9.

This article consists of a press coverage of the papers read and discussions held at the inaugural session of the International Symposium on Adult Education jointly organized by Nile Center for Information and Training (an affiliate of the State Information Service) and Federal Germany for discussing the problem of adult education in Egypt and its implications in the overall development plan and political, economic and social awareness.

Reviewing the discussions on the role of mass media in adult education and literacy campaigns in Egypt, the writer described the extent to which visual and audio information media influence adult education and play a vital role in the building of Egypt's modern structure.

Dealing with the open-door policy, the Symposium emphasized the importance of communicating with the outside world and benefitting from the experience of advanced countries in promoting Egyptian life.

Other subjects dealt with in the Symposium touched upon the development of Egypt's human resources in rural and urban centers, the exploitation of the energies of the Egyptian man, the uplifting of man's efficiency and the orientation of man towards achieving Egypt's lofty national objectives.

AL-AZHAR UNIVERSITY

Religious Education

2. Abu Kaff, Ahmed, "Al-Azhar, the Oldest University in History (1)", (Al-Azhar, Aqdam Jami'ah fil-Tareekh "1"), "Al-Musawwar" magazine, Issue No. 2831, (January 12, 1979), pp. 27-34.

This article is the first in a series of articles dealing with Al-Azhar.

Following a historical account of the establishment of Al-Azhar during the Fatimid Dynasty and its role as a centre for spreading the Shiite doctrine of Islam during the days of the Fatimids and also as a school for training proponents of the Shiite doctrine, the writer reviewed the developments undergone by Al-Azhar during the eras of the Ayyubids, the Mamluks and the Ottomans.

He went on to describe the system of study adopted by Al-Azhar, Saying that this University was pioneer in adopting the system of symposia, hall-discussions and gatherings in lanes, adding that this same system was copied by Cambridge University some five hundred years ago.

The writer then reviewed the various legislations enacted for developing education in Al-Azhar University, beginning with the Law of 1872 which set the rules for obtaining the 'Aalamiyyah Certificate and moving to the Law of 1896 which introduced modern subjects on Al-Azhar's curricula, the Law of 1908 which regulated the educational ladder, Law No. 10 of 1911 which defined the prerogatives of the Grand Shaikh of Al-Azhar and established a Supreme Council for Al-Azhar and, lastly, Laws No. 49 of 1930 and 26 of 1936 whereby foreign languages were introduced in Al-Azhar and subjects taught in Al-Azhar's three faculties were determined.

3. Abu Kaff, Ahmed, "Al-Azhar, the Oldest University in History (2)", (Al-Azhar, Aqdam Jami'ah fil-Tareekh "2"), "Al-Mucawwar" magazine, Issue No. 2832, (January 19, 1979), pp 27-31.

This article is a continuation of a previous article on Al-Azhar University in which the writer related the developments undergone by this University until Law No. 103 of 1961 was promulgated.

In an interview accorded to the writer, the Vice-President of Al-Azhar University elaborated the religious and linguistic role played by Al-Azhar, saying that grants-in-aid were offered to students and religious and modern subjects were taught in the University's three faculties, namely: Usul Al-Din (Principles of Religion), The Shari'ah (Religious Doctrine and Legislation) and Arabic Language, apart from Al-Azhar's secondary school.

Commenting on Law No. 103 of 1961, the Vice-President said that this Law has added a number of new faculties to Al-Azhar and has increased the burdens of students in the preparatory and secondary divisions. Since 1970, he added, Al-Azhar institutes have been admitting holders of the general primary and preparatory education certificates though they lacked any thorough religious education.

The Vice-President went on to say that Law No. 103 of 1961 has been a much-needed step towards developing Al-Azhar and introducing modern sciences and technologies as has been traditional of Al-Azhar in its early days.

In conclusion, the Vice-President reviewed a bill drafted by him for organizing Al-Azhar University, defining the University's functions, asserting its independence, defining the duties of the University Council and the Councils of the various Faculties and Departments and listing the prerequisites in the President, Vice-President and Deans of Faculties.

ART EDUCATION

Children's Drawings

4. Bicar, Hussein, "Our Children and Popular Life", (Atfaluna Wal-Hayah Al-Sha'biyyah), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 83054, (January 26, 1979), p. 12.

Following a visit to a children's folklore exhibition, organized on the occasion of the World Child's Year, the writer reviewed and analysed some of the art works displayed and attempted to denote the meanings and ideas symbolized in them and having bearing on popular life in Egypt.

He then explained the role of adults in fostering and encouraging children's art talent and showed the manner in which children could be directed to develop and express their talent.

The writer said that Egypt has a formidable cultural heritage rich in folklore, but these arts have declined over the years partly because of the incoming civilization and partly because of the materialistic modes of life brought about by the industrial revolution.

Concluding his article, he stressed the role of the State in reviving folklore and encouraging the new generation to exploit its inherent talent. He showed the methods whereby the State could play this role and pointed to the aims attainable through this process.

See also: 122, 123.

AUDIO

Visual Aids - Development

5. Hassouna, Mohamed Munir, "New Usages for Educational Films", (Istikhdamaat Jadidah Lil-Aflam Al-Ta'leemiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 77-87.

Following an introduction on the function of educational aids in fixing experiences in a lively manner in the minds of pupils, the writer moved to educational films and indicated the methods in which they could be utilized to help influence pupils and intensify the accomplishment process.

He then said that there are three practical methods for displaying an educational film.

In the first method, the teacher reads the film's subject before it is projected.

The second method calls for a review and explanation of the terms and expressions the pupils would encounter in the film.

In the third method, the teacher creates an atmosphere of expectation before the film is shown. He reads questions carefully put by him on the subject dealt with in the film. He discusses the problems connected with the film's subject and generates queries in pupils over the matters covered in the film. When the film is subsequently projected, it provides the answer for all questions and queries and helps pupils acquire the experiences required.

The writer then explained the advantages of each of the three methods and their respective impact on pupils.

He went on to explain the experiences acquired through films, and the method of self-education with the aid of films and elaborated on the situations in which each method would be more beneficial.

In conclusion, he indicated the role of films in programmed education, explaining the characteristics of programmed films and the manner in which such films could be utilized in all fields of educational purposes.

BASIC EDUCATION

6. "Basic Education", (Al-Ta'leem Al-Asasi), "Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (News of the Specialized National Councils), Issue No. 1, (January 1979), pp 15-24.

As an introduction to this article, a brief review is made of the principles and aims of basic education.

The writer then listed the different schools established on the basis of the principle of basic education, mentioning in particular the labour schools (farm schools) established in 1925, the rural schools established since 1941, the advanced elementary schools which came into existence in 1916, the advanced primary schools which were created in pursuance of Law No. 210 of 1952, the scientific preparatory schools created in 1957 and the centers of vocational studies for pupils completing their primary schooling established since 1964. A thorough review of the developments of these experiments was also given.

Dealing with the attempts at combining academic education with technical and practical education, the writer focussed on the plan devised in 1935 for secondary schools for girls, the plan of secondary education in 1949, the plan of modern preparatory schools (with emphasis of practical subjects) and the plan of experimental secondary schools (with emphasis on the practical aspect).

In conclusion, the writer reviewed the educational activities aimed at teaching some practical courses outside the curriculum.

In this respect, he described the first Unified Experimental School established in 1972.

7. Ibrahim, Nassef 'Abdul Sayyed, "Contemporary Basic Education", (Al-Ta'leem Al-Asasi Al-Mu'assir), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 71-76.

Dealing with the development of the concept of basic education, the writer described the series of earlier attempts made by Egyptian educational officials to put it into effect, then reported the more recent attempts in which both primary and preparatory schools have been incorporated under the denomination of basic education.

Explaining the new methods introduced on this type of contemporary education, he showed to what extent it differs from the traditional system of general education.

The writer went on to explain the fundamentals and characteristics of basic education, then dealt with its various aspects including budgetary appropriations, return, level and quality.

Concluding his article, he explained the justifications for generalizing the experiment of basic education without delay, pointing to the process involved and stressing the need for avoiding any of the mistakes encountered in the first experiment and subsequently remedied.

8. El-Dahhan, Mona, "Generalization of the Experiment of Incorporating the Primary and Preparatory Stages in One Stage under Consideration by the Minister of Education", (Wazir Al-Ta'leem Yabhath Ta'meem Tajrubat Damj Marhalatai Al-Ibtidaiyyah Wal-I'dadiyyah fi Marhalah Wahidah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8325, (February 7, 1979), p 7.

An account is given in this article of the measures taken by the Ministry of Education regarding the experiment of incorporating the primary and preparatory stages in the 8-year Nasr City Experimental School into one basic educational stage following the spectacular success of the experiment as exemplified in the 96% score obtained in the Preparatory Certificate examinations.

After reviewing the costs involved in the School's workshops and laboratories for taking them into consideration in the budgeting of similar schools currently projected, the writer explained the characteristics of basic education, showing its advantage to pupils, the State, duration of study and to the combination of crafts and cultural subject in one curriculum. She then showed how pupils completing this stage have benefitted from such combination.

BASIC EDUCATION SCHOOLS

Handwork

9. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 23 Dated March 22, 1979 in Connection with the Manner in which Handwork of Practical Training Lessons in Schools of Basic Education Are Disposed of", Cairo, Directorate-General for Financial and Administrative Guidance, Ministry of Education, 1979, 2 stencil pages.

As an introduction to this Circular, the aims of basic education and the purposes of practical training lessons taught in basic schools are expounded.

The Circular then deals with the raw materials needed by these schools for their practical training. Such raw material is either issued to schools from the warehouses of the respective Directorates of Education or bought by them. The rules governing both procedures are set forth in the Circular.

Likewise, the Circular dealt with the handwork of pupils in these schools. Such handwork is of two categories, one which is suitable for sale and the other which is not suitable. The Circular indicated the manner in which both categories may be disposed of.

In conclusion, the Circular stressed the importance of rewarding pupils in basic schools for distinction, either in educational work or in athletic activities. It suggested that the prizes be selected from the handwork produced by the school itself. It showed how this would encourage hardworking pupils and have a favourable impact on their colleagues.

CHILD CARE

10. Abu Rayyah, Gamal, "Bells Toll for Children", (Daqqat Al-Ajraas Lil-Atfaal), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33636, (January 13, 1979), p. 5.

The writer began his article saying that the more civilized a country is, the more care it extends to children.

He went on to mention Egypt's population figures and the percentage of children to adults both in rural and in urban areas and particularly in Cairo and Alexandria.

Dealing with the migration of rural population to urban centers as a result of the evolution undergone by Egypt, the writer said that this has broken up family ties and, naturally, reflected on children.

In the opinion of the writer, the school has deviated from its educational mission and is now bent on cramming facts and information in children's minds. He indicated how this reflects adversely on child upbringing and called for a well-studied plan for child care attending to biological needs, such as food and clothing and psychological needs, such as love and

affection. He underlined the need for a new legislation that would enable the working mother to coordinate between work and child care.

After explaining the role nurseries are expected to play in child upbringing between the age of 3 and 6, the writer said that more nurseries should be opened to cater for the increasing demand on their services.

Concluding his article, he emphasized the need for building appropriate schools equipped with suitable playgrounds, adding that the services extended to children must be comprehensive and must not overlook the cultural aspect. This would, naturally, reflect on the children themselves and on the future of Egypt, the writer said.

CHILD EDUCATION

11. 'Abdullah, Wafaa, "To Fathers and Mothers ... Child and Nature", (Lil-Abaa Wal-Ummahaat ... Al-Tifl Wal-Tabi'ah), Cairo, Childhood Research Center, 'Ain Shams University, 1979, 96 pages.

The aim of this book, as stated in its introduction, is to indicate the innate association between childhood and nature.

The book is subsequently divided into three chapters.

In Chapter 1, the author dealt with nature as constituting the child's first school in which he learns life. Here, she explained the concept of nature, where it exists in the child's perception, how the child learns about nature and what does he learn. In an illustrated review, she dealt with some scientific facts about nature, such as the sun and air and their components and vitality for the continuation of life. She also dealt with water and earth and explained their role in the changes happening to life cycle.

In her talk on nature, the author made an extensive use of the Quranic verses which described how nature was created in a perfect shape. She also explained how the various elements in nature collaborate in meeting man's needs.

In her second chapter, the author dealt with the role of nature in providing happiness to children and in enabling them to build their personality through utilization of nature's basic components.

Chapter 3 describes how relation could be maintained between nature and children living in congested urban centers where nature is obscured behind

tall buildings, She stressed that if children cannot be taken out to nature, nature should be brought home through some hobbies such as collecting wild plants. The author gave some directions and advice on how to develop such a hobby among children.

Projects

12. 'Abdul Hakim, Hekmat, "A New Approach to Childhood in its International Year", (Nazrah Jadeedah Lil-Tufulah fi 'Aamihah Al-Dawli), "Al-Mujtama' Al-Jadeed", (New Society magazine), Issue No. 3, (January 1979), pp 2-3.

At the beginning of her article, she interviewed the Head of the Technical Secretariat of the Supreme Council of Childhood who talked on the Council's accomplishments for the benefit of children on the occasion of the International Child's Year, describing the plan devised by all agencies responsible for childhood in Egypt for improving child's conditions. He also reviewed some of the problems faced by Egyptian children and described the measures taken for overcoming them.

Other subjects brought up in the interview included the necessary steps for providing an adequate number of nurseries in each living quarter and in each corporation and the measures adopted to insure that these nurseries are put under the supervision of educationally trained mistresses.

The important element of school meals, especially in rural areas, was also brought up. In this respect, the writer reviewed the steps taken by the Ministry of Education to provide meals for children in rural primary schools and the plans envisaged for expanding such service to all children enrolled in this stage.

CHILD PSYCHOLOGY

13. Fahmi, Sumayya, "Our Life in the Light of Psychology", (Hayatuna fi Dawu 'Ilm Al-Nafs), Cairo, Childhood Research Center, 'Ain Shams University, 1979, 175 pages.

- Published in the series entitled "To Fathers and Mothers" issued by the Childhood Research Center.

This book consists of four chapters.

In Chapter 1, the author described man's emotional life and indicated the relation between mind and emotion, explaining how emotions are

developed and polished in children. She reviewed some psychological problems encountered by the child and showed how to treat them. In this respect, she described the role of fine arts and hobbies in boosting the child's mental health.

Chapter 2 deals with children and youth. The author explained the manner in which we could understand and face children, dealing in this respect with the duties and rights of parenthood and with youth care and psychological development. Here, she described the programmes of youth service in summer, stressing the need for developing the habit of concentration and perseverence in children.

The third chapter is devoted to family and social solidarity in the Egyptian community.

Chapter 4 deals with woman's status in the society as a mother, worker and citizen. It also deals with her emotions and problems and her role in bringing up good citizens and in maintaining good terms with her children.

The author, further, dealt with woman's political rights and role in Egyptian politics and with the impact of work on woman's life and personality.

CHILDREN

Hobbies

14. 'Abdul Hakim, Hekmat, "Fifty Clubs for Children", (50 Nadiyan Lil-Tifl), "Al-Mujtama' Al-Jadeed", (New Society magazine), Issue No. 3, (January 1979), p. 3.

This article deals with children's clubs and their impact on the child's personality. It also deals with the type of social care extended by these clubs to children between the age of 6 and 12.

Pointing to the role of social organizations in orienting these clubs, the writer mentioned that 50 new clubs would be opened in the course of the forthcoming 5-Year Plan, some of which have already been included in the 1979 budget.

She went on to explain the role played by social institutions in Egypt in running these clubs and in determining the scientific background on the basis of which children's leisure time in summer holidays or after school day is utilized.

Programs, organised by children's clubs for summer or mid-year holidays, include picnics, crafts and hobbies all of which are open for participation by primary school children.

CHILDREN'S EDUCATION IN EGYPT

15. El-Sebaei, Iglal, "Survey of the Educational Care Extended to the Child during Pre-compulsory Age in Egypt and in Some Other Countries of the World", (Dirasah hawl Al-Ri'ayah Al-Tarbawiyyah Li-Tifl ma qabl Sinn Al-Ilzaam fi Misr Wa-Ba'd Duwal Al-'Aalam), by Iglal El-Sebaei et al., (Cairo), Agency of Educational Documentation and Information, National Council for Educational Research, 1979, 58 pages + appendices.

This survey, consisting of four chapters, was conducted on the occasion of the International Child's Year and the Universal Declaration of Child's Rights.

Chapter 1 deals with the educational care extended in Egypt to children during the pre-compulsory age. It describes the development of such care extended both at governmental and non-governmental levels, including the training of nursery and kindergarten teachers, the role played by the Ministry of Education and other organizations in this connection, the Resolutions governing child care and the geographical distribution of nurseries in Governorates.

The second chapter deals with the educational care extended to pre-compulsory age children in some countries of the world, in particular the U.S., the U.K., the U.S.S.R. and Yugoslavia.

In Chapter 3, the writers reviewed the resolutions and recommendations adopted by international and local conferences and committees on child care and, in Chapter 4, gave their own suggestions regarding such care.

To the survey are appended two exhibits, one containing the full text of the Egyptian bill on nurseries and kindergarten and the second contains a bibliographical list of articles written on this subject.

CHILDREN'S LITERATURE

16. Naguib, Ahmed, "Production of Children's Books", (Intaaj Kutub Al-Atfaal), "Sahifat Al-Maktabah", (Library Magazine), Vol. 11, Issue No. 1, (January 1979), pp 17-30.

The writer attempted in this article to survey the conditions of children's books in ten years (1959-1969) and to underline the need for an effective clear-cut plan for insuring that the required targets are properly attained.

After reviewing some of the problems encountered in the industry of children's books, the writer advanced solutions therefor, proposing that a center for children's books be created.

Concluding his article, he gave his own conception of the practical steps for putting the idea of a children's library into a tangible fact.

Problems

17. Sa'duddin, Mursi, "Writing for Children or the Tough Task with a Generation which Learns Faster and Much More", (Al-Kitabah Lil-Atfaal aw Al-Muhimmah Al-Shaqqah ma' Jeel Ya'ref Asra' Wa-Akthar), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33699, (March 17, 1979), p. 7.

At the onset of his article, the writer said that the T.V. and other mass media have contributed to the increase of the child's vocabulary. Therefore, when writing to children, it is necessary to use a higher level of style in order to prompt them to make a special effort in learning difficult words.

After explaining the difficulties entailed in writing to children, he said that authors of children's books need to go through a special training. Books written for children should consist of a series of stages, each stage having its characteristics and leading to a more advanced stage. In all stages, children's books should be well produced and beautifully printed so as to attract children's interest and keep them entertained, he concluded.

CHILDREN'S LITERATURE AND DRAMATICS

18. Fathallah, Sanaa, "How and Why Do I Write for Children?", (Kayfa Aktub Lil-Tifl Wa-Limaza?), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8337, (March 5, 1979), p. 12.

The writer of this article is concerned with children's dramatics.

As an author of children's theatrical plays, the writer sought the views of her colleagues who write dramatics for children. They explained the style used and the points emphasized in order to catch children's attention. Some of these authors admitted that they spend extensive time with children, talking to them, conversing with representatives of

different ages and analysing their personalities and behaviour in order to produce real scenes obtained from familiar surroundings.

The writer then related her own experience in writing for children, mentioning the specific characteristics observed in any play written for an audience of children. These characteristics are: natural dialogue, simple ideas, refined style, careful selection of well-drawn personalities, assigning specific roles to specific actors and observing a logical order in the development of events.

In this connection, she said that children are fond of a dominating hero in the play. Secondary personalities are undesirable.

As to the technique of writing, the writer described how the various situations develop and unfold on the stage without overtaxing children's imagination.

Concluding her article, she gave some guidelines on the different social and behavioural aspects to be taken into consideration in any play written for children or produced on the stage for the benefit of children. She also explained how historical figures may be personalized on the stage, indicating why writers sometimes draw on history for dramatic material.

CHILDREN'S READING HABITS

19. Kasem, Medhat, "Child and Reading", (Al-Tifl Wal-Qiraah), "Sahifat Al-Maktabah" (Library Magazine), 11th year, Issue No. 1, (January 1979), pp 12-16.

In dealing with childhood and its anticipated role in shaping the future, the writer explained the parents' task in this respect saying they should assist their child in acquiring the habit of reading and becoming knowledgeable. He stressed the importance of linking the child's inclinations and psychological and social needs to the mental and accomplishment levels enjoyed by him. Special attention should be paid to the reading material available to the child and serious encouragement should be given to him in any effort he exerts.

As to the child's creativeness in the field of art, the writer said that the home and the school assume equal responsibility in this respect. Both are required to provide the appropriate atmosphere which helps the child read and create and which, in the final analysis, reaps rich dividents to them.

Concluding his article, he mentioned some practical methods for encouraging school children to frequent the school library.

CHILDREN'S STORIES

20. Iscaros, Philip, "Scientific Concepts as Expressed in the Stories Popular among Egyptian Children; An Educational Survey", (Al-Fikr Al-'Ilmi fil-Qasas Al-Mutadawal lada Atfaal Misr; Dirasah Tarbawiyyah), Cairo, National Council for Educational Research, 1979, 91 pages.

This research consists of an introduction and five chapters.

In his introduction, the writer gave his own view of the scientific content of popular stories circulated among Egyptian children.

The first chapter followed. It contained a general framework of the survey, indicated its significance, presumptions and method.

Chapter 2 dealt with the scientific and literary perspectives of children's stories.

The third chapter describes the field survey and indicates how a complete list of popular stories among children was prepared. Details of the questionnaire prepared were given in this chapter, showing how reader's likes and dislikes were surveyed.

In Chapter 4, the writer put down his findings.

The fifth and last chapter is devoted to examples of how to enrich the scientific aspect and content of children's fiction.

To the survey is appended a list of bibliographical references in English and Arabic consulted by the writer.

DEMOGRAPHIC EDUCATION

21. "A Framework for Demographic Education", (Itaar Lil-Tarbiyah Al-Sukkaniyyah), "Al-Rayed", Teachers' Magazine (Cairo), 24th year, Issue No. 1, (March 1979), p. 44.

Following a historical background on demographic education, the writer described the task assigned to the working group formed by the Family

Planning Agency in determining the aims, concepts and pertinent data with respect to demographic education.

He indicated the need for injecting family and demographic subjects in the present school curricula.

The writer then related the Ministry of Education's efforts in incorporating demographic subjects in curricula as from the school year 1976/77, adding that teachers should be enlightened on the population problem in Egypt. Here, again, the writer described the Ministry's efforts in holding population panels and symposia for teachers and foreign experts and in preparing guides, studies and research on the aims of demographic education for the benefit of teachers.

DEVELOPMENT OF EDUCATIONAL BUDGET

Statistics

22. A.R.E., Ministry of Education, Directorate-General of the Budget, "Development of the State Budget for Services and Educational Expenses in the Arab Republic of Egypt from 1964 through 1979", Cairo, 1979, 1 stencil page.

A review is made in this document of the Ministry of Education's budget over the 15 year from the fiscal year 1964/65 through the fiscal year 1979 and the ratio of such budget to the State Budget for services in each of these years. Figures are quoted in millions of pounds.

EDUCATION

Development

23. A.R.E., National Council for Educational Research, "Report on the Development of Education in the Arab Republic of Egypt during 1976/77 and 1977/78", (Taqreer 'an Tatawwur Al-Tarbiyah Wal-Ta'leem fi Jumhuriyyat Misr Al-'Arabiyyah khilaal 'Aamai 1976/77-1977/78), Cairo, Agency of Documentation and Educational Information, National Council for Educational Research, 1979, 121 pages.

This report is prepared to be presented at the 37th Conference on the Development of Education in UNESCO Member States in respect of the years 1976/77 and 1977/78.

Patterned after the model prepared by the International Office for Education in Geneva, the report is divided into six parts.

Part 1 deals with the major new trends in education in Egypt.

The second part is concerned with a review and outline of the major educational legislations enacted between 1976 and 1978.

Part 3 deals with educational administration, planning and financing.

The fourth part reviews the developments undergone by the systematic and non-systematic types of education.

Part 5 contains a review of the accomplishments made in the field of research and experimentation along with the activities undertaken by the departments concerned.

The sixth part deals with foreign cultural relations and the accomplishments made in the period under discussion in special education, training, school libraries, school journalism, school nutrition, civics, physical education, military training and higher and university education.

The report ends with a bibliographical list of the major educational legislations promulgated in Egypt arranged according to their chronological order.

Juveniles

24. Shafik, Amina, "Is It Possible to Concentrate Our Efforts on Educating and Training Children Vocationally?", (Hall Yumkin an Nurakkiz Al-Juhud 'ala Ta'leem Al-Atfaal Wa-Tadreebihim Mihniyyan?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 561, (January 1, 1979), pp 50-51.

As an introduction to her article, the writer explained the U.N. philosophy behind proclaiming 1979 as an International Child's Year and indicated the aims sought from such initiative.

Dividing her article into two parts, she dealt in the first part with the meaning of childhood from the point of view of the United Nations and its specialized agencies and explained the aims of any legislations dealing with childhood.

The second part of the article is devoted to a review and interpretation of the legislations governing employment of juveniles in Egypt. In this

respect, she mentioned that Mohamed Sa'id Pasha, the Wali (Ruler) of Egypt, promulgated on July 20, 1856 a Regulation governing employment of labour and juveniles less than 12 years of age in the digging of the Suez Canal.

She then reviewed some articles appearing between 1902 and 1904 in "Al-Muqattum", "Al-Liwaa" and "Al-Ahram" newspapers in which the writers called for regulating employment of juveniles in cotton ginning mills, saying that the result of this press campaign was the promulgation of Law No. 14 of 1909 enacting the Regulation governing juvenile employment in these mills.

After referring to Laws No. 58 of 1933 and No. 65 of 1933 respectively regulating employment of juveniles and women, she reviewed the pertinent articles in the Unified Labour Law No. 91 of 1959 covering employment of juveniles.

Dealing with some of the problems encountered in child education, the writer mentioned the inadequacy of school facilities for insuring full absorption of children under compulsory age, the problem of dropouts and the failure of the present system of education in enabling children completing their primary education to master reading and guarding against their return to the state of illiteracy, apart from the system's inadequacy to qualify them for work.

Concluding her article, she said that every effort should be exerted to put an end to these problems.

Targets

25. 'Abdul Salam, Zain Al-'Abidin, "Education, Culture and Civilization", (Al-Ta'leem Wal-Thaqafah Wal-Hadarah), "Al-Akhbar" newspaper, 27th year, Issue No. 8339, (March 7, 1979), p. 5.

After outlining the discussions on the policy of education in Egypt as to its aims, plans, practice and ultimate results in which some professors of Egyptian universities took part, the writer related the different stages through which the Egyptian educational system has passed, indicating how these stages interrelate and explaining the aims of the educational process in its entirety, saying that education should aim at developing students' academic accomplishments and bring out a cultured man possessing a specific experience.

Dealing with culture as a path to civilization, the writer said that all those responsible for the education of youth in general and for education in particular should endeavour to realize such lofty aim of culture.

Referring to many elements involved in the policy of education, he described the educational potentialities available in all stages of education beginning with the primary stage in rural areas. He also described the difficulties encountered in the way of achieving the lofty target set at the beginning of his article.

In the opinion of the writer, the role of education is to produce cultured citizens who are capable of producing and giving.

Concluding his article, he advanced some suggestions, calling upon the officers in charge of education to exert more effort and provide more possibilities for caring for Egypt's human national wealth, adding that some of the problems involved should receive priority over other less important problems.

EDUCATION AND PEACE

Bases

26. 'Enan, Fatemah, "Our Educational Role Following the Peace Treaty", (Dawruna Al-Ta'leemi ba'da Mu'ahadat Al-Salam), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979), p. 11.

Following a comparison between war and peace, the writer explained the economic, social and cultural prospects of the era of peace in which Egypt is now living.

In the opinion of the writer, prime attention should be paid to the building of the Egyptian man and to the formulation of a philosophy of education determining the role of education in the era of peace.

Indicating the bases for the educational philosophy during the post-war period, she said that emphasis should be placed on the improvement of performance and the expansion of practical education both of which are consistent with the era of peace. Youth should be armed with religion and profound character, she added.

In conclusion, the writer emphasized the need for an integrative education incorporating all the above-described elements and safeguarding such elements throughout all educational stages.

EDUCATION AND SOCIETY

27. El-Noqrashi, Ahmed Samih, "The Role of Education and Scientific Research in the Face of the Challenges of the Peace Era", (Dawr Al-Ta'leem Wal-Bahth Al-'Ilmi Izaa Tahaddiyyaat Marhalat Al-Salam), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), 4th year, Issue No. 1, (January-March 1979), pp 53-67.

This article deals with the responsibilities assumed by education and scientific research in meeting the challenges posed by the era of peace.

The writer began his article saying that the concept and philosophy of education are badly in need for a radical change in the forthcoming stage. Education, he said, should be capable of meeting the challenges of equality in opportunities, eradication of illiteracy and planning for the future on sound and solid bases.

The writer went on to explain the new philosophy elaborated for basic, secondary and technical education saying that a citizen, on completing his basic education, should be possessed with an adequate share of culture and practical skills needed by him to play his productive role in the society. Education should always be linked to the society's needs and the labour market's demand, he added.

After emphasizing the task and mission of university education, he stressed the need for a proper religious education that would influence the conduct and bring about better citizens and hard working individuals. The family could play a role in this respect, he concluded.

EDUCATIONAL ACTIVITIES

Importance

28. El-Nagah, Mahmoud Kamel, "The Problem of Educational Activities amidst Our Call for Building the Egyptian Man", (Mihnat Al-Nashaat Al-Tarbawi Wa-Nahnu Nunadi Bi-Binaa Al-Insaan Al-Misri), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 21-?

This article emphasizes the importance of extra-curricular activities and indicates their essential role in the educational process and in the realization of educational aims.

After explaining the functions of extra-curricular activities, the writer pointed to the principles to be taken into consideration in re-installing such activities in the Egyptian school.

In the course of classifying the functions performed by each activity, he reviewed the need for uncovering and developing pupils' aptitudes, enhancing social and moral values, developing and perfecting skills and improving the pupils' mental and bodily health.

In this connection, the writer described the role of school activities in every aspect as well as their role in helping pupils utilize their leisure time and in availing them of the opportunities to try their abilities in doing creative work and inventions.

Moving to the importance of educational activity, the writer showed how it helps in developing and improving school curricula and in providing a healthy school atmosphere for the smooth performance of the educational process. He also showed how extra-curricular activities create links between pupils on the one hand and the teaching bodies and supervisors on the other.

In conclusion, he mentioned some guidelines to assist teachers and those in charge of extra-curricular activities in strengthening the ties between the school and the society and in generating the society's interest in and support for the school.

Organization

29. El-Nagah, Mohamed Kamel, "General Principles of School Activities", (Al-Usus Al-'Aammah Lil-Nashaat Al-Madrasi), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 2, (March 1979), pp 47-61.

This article deals with the general rules and principles underlying extra-curricular activities and serving as guidelines in any planning or implementation of such activities in order to meet their full educational targets.

The writer classified these rules and principles into four categories, namely: those dealing with the programming and content of extra-curricular activities, those dealing with the educational programme as a whole and the extent to which it is affected by extra-curricular activities, those connected with supervisory work, including the supervisor's characteristics and ability to cooperate with and benefit from people in the school and

outside and, last, those dealing with school administration and the role expected from it in directing and financing extra-curricular activities.

In conclusion, the writer explained the rules and principles connected with the society itself and the manner in which the society could help such activities. The writer also explained how the society views extra-curricular activities in Egypt.

EDUCATIONAL ADMINISTRATION

Decentralization of Education

30. Sha'lan, Mohamed Soliman, "Decentralization in Education and Local Government", (Al-Iamarkaziyyah Wal-Ta'leem Wal-Hukm Al-Mahalli), by Mohamed Soliman Sha'lan et al., "Dawriyyat Al-Majales Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), 4th year, Issue No. 1, (January-March 1979), pp 69-76.

Following an introduction on the system of decentralization and local government and an indication of its relation to democratic policies of government and to socio-economic development plans, the writer related the history of decentralization since 1882 and till this day describing the developments through which it has passed. Special reference was made to the practical experiment undertaken in the Directorate of Education in Giza between 1957 and 1960 and to the problems outgrowing therefrom as well as their causes.

He then reviewed some basic principles and concepts relative to basics, structures and organization of decentralization in education, pointing to the need to refer to them for guidance.

In the opinion of the writer, emphasis should be laid on conducting studies on the concept of decentralization and the methods of its application with a view to drawing a clear futurist picture of this system.

The writer concluded by suggestions on the organizational structures and the distribution of roles and functions, stressing the need for a smooth coordination between all central and local agencies concerned in a manner conducive to the realization of the aims of decentralization in education with minimum problems and obstacles.

Parliamentary Undersecretary - Functions

31. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 2 Dated February 21, 1979 on the Functions of the Parliamentary Undersecretary for Education, Culture and Scientific Research", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 2 stencil pages.

This Resolution consists of four articles.

Article 1 defines the functions of the Parliamentary Undersecretary for Education, Culture and Scientific Research and determines his relationships with the Ministry, the Democratic National Party and the People's Assembly.

In Article 2, the executive machinery assigned to assist the Undersecretary is specified.

Article 3 defines the duties of the various governmental bodies vis-a-vis the Undersecretary.

The fourth article fixes the date for implementing this Resolution and repeals any provisions to the contrary.

EDUCATIONAL EXPERIMENTATION

32. Murgan, 'Enayaat, "The Proper Method for Teaching Children; An Experiment to Discover Future Scientists Conducted at the Red Sea Zone", (Al-Tareeq Al-Saheeh Li-Ta'leem Al-Sighaar; Tajrubah Li-Istikshaaf 'Ulamaa Al-Ghadd Bi-Iqleem Al-Bahr Al-Ahmar), "Al-Shabaab Wa-'Ulum Al-Mustaqbal" magazine, 2nd year, Issue No. 7, (February 1979), pp 44-45.

This article is divided into two parts. The first part describes an experiment undertaken by the Governorate of the Red Sea jointly with "Al-Ahram" Science Clubs and the scientific expeditions working in the Governorate. The writer indicated the aim of this experiment and explained the natural environment's impact on its success.

In the second part, the writer stressed the need for paying a great attention to libraries and supplying them with scientific books and periodicals. She also emphasized that attention should be paid to educational aids and laboratories and showed how this would help in creating a new generation of thinkers and researchers.

Reviewing the shortcomings of the text books currently in use, the writer said that a variety of books should be prepared, each corresponding to the local environment it serves. In the case of the Red Sea, text books should emphasize subjects like oceanography and aquatic animals.

Concluding her article, the writer suggested that Science Clubs organize picnics to the Red Sea Governorate, adding that the Governorate itself should provide accommodations for visitors and should assign local teachers of science to act as guides for visitors.

EDUCATIONAL METHODS

The Child

33. 'Abdul Hakim, Hekmat, "New Books and Cheap Toys for Children", (Kutub Jadidah Wa-Lu'ab Rakhisah Lil-Atfaal), "Al-Mujtama' Al-Jadeed", (New Society magazine), Issue No. 3, (January 1979), p. 5.

Following an introduction on the function of toys in child's life and their importance in developing his mental faculties, the writer mentioned the attempts at manufacturing inexpensive toys by some companies.

Moving to children's books and publications, the writer described the specifications required in them and complimented the move on the part of the State Information Service to publish, on the occasion of the International Child's Year, a series of books for children featuring national and historical events and written in a simplified style.

She also dealt with the radio and TV children's programs, being the most influential media extending cultural material to children.

Talking on the role of the Ministry of Culture in children cultural development, the writer said that the Ministry is constantly supplying cultural centers and children's libraries with books suitable for all age groups and dealing with a variety of subjects.

The writer, further, mentioned the steps taken to encourage children to write and do research work and also to engage in different activities, develop their creativeness and take part in scientific clubs.

EDUCATIONAL MISSIONS AND SCHOLARS

Organization

34. Gamaluddin, 'Abdul Ahad, "Towards a New Strategy for Our Missions Abroad", (Nahwa Istratijiyyah Jadidah Li-Ba'thatuna fil-Kharij), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33631, (January 8, 1979), p. 7.

After relating the history of the Egyptian educational missions eversince Mohamed Ali Pasha sent the first mission to Europe and till our present day, the writer said that the renaissance Egypt is now enjoying is due to Egyptian scholars.

Dealing with post-graduate work in Egypt, the writer stressed the need for paying more attention to these higher studies and proposed the creation in a specified number of years of special departments in Egyptian universities for this purpose. As for finances, the writer suggested that part of the annual budget allocated for sending scholars abroad should be set aside for these departments.

In the opinion of the writer, universities should conduct research conducive to the solution of the Egyptian society's problems. He drew a comparison between the research undertaken by Egyptian scholars abroad and those undertaken in Egypt, explaining the problems tackled in both and the method used in elaborating the subject in foreign and local universities.

For the purpose of promoting academic research in Egypt, the writer advocated the establishment of bilateral relations between Egyptian universities and scientific establishments and similar foreign institutions in addition to sending Egyptian professors on academic assignments abroad.

EDUCATIONAL ORGANIZATIONS AND BODIES

Activities

35. A.R.E., 'Ain Shams University, "Childhood Research Center in 1978", (Markaz Dirasaat Al-Tufulah fi 'Aamm 1978), Cairo, Childhood Research Center, 1979, 20 pages.

This booklet contains a report on the activities performed by the Childhood Research Center during 1978, the first year of its existence.

It reviewed a symposium on "Working with Children" organized by the Center, giving the particulars about its date, duration and subjects discussed dealing with the life of the child.

The report, further, reviewed a training program organized for the benefit of nursery mistresses. It indicated its duration, the number of participants and the subjects taught, emphasizing the practical nature of this training program.

A review is also made of the TV programs in which the Center took part and the health, psychological, cultural and educational messages contained in such programs and addressed to parents and children.

The report reviewed the booklets serially published by the Center on subjects dealing with child care and parents' duty towards their children.

Finally, the report described the field surveys undertaken by the Center in the course of the year and explained the details of each survey. Services rendered by the Center to some sporting clubs are also related in this report.

Childhood Research Center

36. A.R.E., 'Ain Shams University, "Synopsis on Childhood Research Center", (Markaz Dirasaat Al-Tufulah), Cairo, Childhood Research Center, 1979, 5 pages.

This booklet provides background information on the Childhood Research Center established at 'Ain Shams University. It explains its aims and philosophy and describes the scope of its activities which lead to the realization of the Center's aims.

A review is made of some research conducted on the Egyptian child and its needs, on health, nutrition and mental and social factors and on the concept of child care as adopted by nurseries.

Reviewing the different activities performed by the Center, the booklet mentioned the panels and conferences held and the topics discussed at them, all of which are vital and have a bearing on the planning of educational programmes.

The various units comprised in the Center are also reviewed together with a brief description of the aims and activities of each. These Units are: the Growth and Development Unit, the Psychological and Educational Research Unit and the Information and Publicity Unit.

Childhood Research Center - Regulations

37. A.R.E., 'Ain Shams University, "Childhood Research Center's Regulations", (Laihat Markaz Dirasaat Al-Tufulah), Cairo, Childhood Research Center, 1979, 13 pages.

This Regulation consists of four parts.

Part 1 describes the system of work in the Center and the manner in which its Board is constituted.

The second part defines the Center's purposes and aims and the various fields of its activities.

Part 3 reviews the Center's administrative set-up and the Board's functions.

The fourth part deals with the Center's financial system and all other activities concerning accounts, purchases and stores.

October Vanguards - Plans

38. Hussein, Ahmed, "Full Text of the Plan Laid down by the Agency of Youth for Setting up October Vanguard Organization", (Al-Khuttah Al-Kamilah Li-Tanzeem Talaai' October kama Wada'aha Jihaaz Al-Shabaab), "Al-Ahram" newspaper, 105th year, Issue No. 33934, (January 11, 1979), p. 5.

This article is concerned with the newly-created October Vanguard Organization for youngmen. It elaborates its aims and role in developing the new generation culturally, educationally and socially.

In indicating the methods conducive to the fulfillment of these aims, the writer mentioned field visits and stressed the need for linking any culture obtained through the Organization to academic curricula.

Dealing with spiritual values, he indicated how they help in developing a mentally balanced and integrative personality for members of the Organization.

After explaining the various means used by the Organization for achieving its aims, the writer said that youngmen's talents, bodily skills, artistic abilities and mental faculties all need to be discovered and developed. It

is the duty of the Organization to fulfill these needs and to encourage youngmen to take part in athletic, artistic and social activities, he added.

University Councils

39. 'Aref, Mahmoud, "University Councils and their Role in Planning and Developing Education", (Al-Majales Al-Jami'iyyah Wa-Dawruha fi Takhteet Wa-Tatweer Al-Ta'leem), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8291, (January 10, 1979), p. 12.

This article deals with the four categories of university councils, their functions, the manner of their constitution, their characteristics and their planning and executive powers. These Councils are: the Department's Council, the Faculty's Council, the University's Council and the Supreme Council of Universities. The role played by the latter Council was elaborated in view of its vital importance.

The writer then described the actual results obtained by these Councils eversince their respective establishment, showing their achievements and shortcomings. In the light of the results obtained, the writer proposed that planning should be seggregated from execution in university councils and described the functions of both. The planning machinery would be responsible for preparing the necessary studies and research while the executive would carry out approved plans.

In conclusion, the writer emphasized the need for inter-university coordination, pointing to the role of the Supreme Council of Universities in this respect.

EDUCATIONAL POLICY

Aims

40. "The Current Educational Policy and Whether It Has Realized Its Aims", (Al-Siyasah Al-Ta'leemiyyah Al-Haliyyah Wa-Hall Haqqaqat Ahdafaha), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979) pp 20-21.

A summary is given in this article of a report prepared by a working group comprising faculty of education professors for presentation to the National Council of Education, Scientific Research and Technology.

At its outset, the report indicated to what extent educational philosophy is related to educational aims pursuant to traditional criteria.

It also pointed to the impact of the increasing number of students on widening the gap between the demand on education on the one hand and the capacity of the educational process on the other.

The report indicated that the available financial resources fall short of meeting the increasing needs of education and explained why educational cost per head is dropping from one year to another.

In reviewing the challenges faced by education, the report mentioned the increasing number of graduates in some majors resulting in a disguised unemployment in some jobs as contrasted to other majors where the number of graduates is inadequate.

After saying that emphasis has been laid during the last ten years on quality education, the report stressed the need for drawing up a framework for the educational policy, indicating, in conclusion, the principles to be observed in such a framework.

ERADICATION OF ILLITERACY

41. "Progress of Literacy Campaigns and Adult Education in Egypt", (Tatawwur Mahw Al-Ummiyyah Wa-Ta'leem Al-Kibaar fi Misr), "News of the Specialized National Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhassissah), Issue No. 1, (January 1979), pp 50-52.

In an introductory note to this article, the writer reviewed the different stages through which the concept of eradication of illiteracy has passed during post-World War II years. He explained that the concept developed from the mere requirement of learning how to read and write to functional and later to basic education.

The writer then underlined the interest shown by Egypt in eradicating illiteracy since the 1919 Revolution and until the inauguration of Literacy Law No. 110 of 1944 and Law No. 128 of 1946 whereby supervision over literacy campaigns was transferred from the Ministry of Social Affairs to the Ministry of Education.

Dealing with the different international assistance received by Egypt in its war against illiteracy, the writer mentioned in particular the Point Four Programme, the UNESCO's role in establishing Sirs Layyan Center for Basic Education and the project for building a Center of Training and Organization in Qaliub.

Reviewing the national efforts deployed in the war against illiteracy, the writer described the Ministry of Education's role in setting up literacy classes for policemen, the army, and for the general service staff in government departments and commercial and industrial establishments. He also related the efforts exerted by the Popular University, the popular schools and the pilot plans carried out in certain villages.

Concluding his article, the writer emphasized the need for intensifying the efforts to reduce the percentage of illiterates every year in order to keep pace with the increasing number of the population.

Legislations

42. Fathi, Mohamed, "Not by Speeches and Hopes is Illiteracy Eradicated, but by the Force of Law", (Laysa Bil-Khutab Wal-Tamanni Tumha Al-Ummiyyah ... Wa-Innama Bi-Quwwat Al-Qanun), "Al-Ahram" newspaper, (Cairo), Issue No. 33631, 105th year, (January 8, 1979), p. 11.

Reviewing the efforts exerted before the 1952 Revolution for eradicating illiteracy, the writer cited the role of literacy centers and evening classes which were opened in non-governmental schools with the aim of teaching illiterates how to read and write, relating the causes for the failure of this experiment.

He went on to describe the efforts exerted after the Revolution in which the Egyptian Broadcasting Service and the Socialist Union political party took part, indicating why these efforts also failed.

By way of contrast, the writer related the successful experiment undertaken in 1944 by the Ministry of Social Affairs following the promulgation of Literacy Law No. 110 of 1944. In this connection, he cited with appreciation the role played by each of the personalities who sponsored the Literacy Law.

After explaining the impact of child education and compulsory education in the first stage of schooling on the problem of illiteracy, the writer said that the accompanying problem of dropouts has led to the aggravation of illiteracy, with the number of illiterates increasing from one year to another.

Concluding his article, he stressed the need for combatting illiteracy through issuing the necessary legislations, having regard to the provisions contained in Law No. 110 of 1944.

Women

43. Riad, Wagdi, "69% of Women Are Illiterates; How Can We Open the Road to Work Opportunities before Them?", (69% min Al-Nisaa Ummiyyaat ... Kayfa Naftah Amamahunna Al-Tareeq ila Al-'Amal?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33684, (March 2, 1979), p. 7.

After reviewing the pressures and limitations to which women have been subjected and which have influenced their role outside the home and after indicating the relation between woman's role in the society and the progress of such society, the writer showed how the varying degrees of social and economic progress in some Arab countries have influenced woman's role in the Arab society.

He indicated the impact of education on woman's practical ability and on the development of her aspirations and ambitions as well as her invasion of the labour market. In this connection, he reviewed statistics received from 12 Arab countries on illiteracy rate among females above the age of 15, showing which countries have a high rate and which have a low one.

The writer further indicated the types of work normally preferred by Egyptian women and showed the rate of woman employment in each sector of work among university graduates and among those who have had no university education.

Concluding his article, he pointed to the need for drawing up an overall development plan for Arab women, embodying plans for eradicating illiteracy, spreading awareness, and dealing with employment problems. This, in the opinion of the writer, would change the traditional image of women inherited from generations of different civilizations.

EVALUATION

Aims

44. Iscaros, Philip, "Aims and Evaluation in Egyptian Education", (Al-Ahdaaf Wal-Taqweem fil-Tarbiyah Al-Misriyyah), "Evaluation as a Prelude to Educational Development", (Al-Taqweem Ka-Madkhal Li-Tatweer Al-Ta'leem), "Abhaath Wa-Diresaat", (Research and Studies), Cairo, Center for the Development of Scientific Teaching, 1979, pp 58-83.

This study is concerned with the determination of the philosophical dimensions of the concept of aims in education and with an indication of the nature, source and scope of educational aims.

Moving to the Egyptian experiment in applying the philosophical bases of educational aims, the writer indicated the sources from which they are derived, their characteristics and their utilization as a tool and criterion in the evaluation process.

After discussing the adoption of the scientific method in thinking as a general aim of Egyptian education, he presented a large number of partial aims measurable through the evaluation process. These partial aims revolve around the pupil's ability to sense and define a problem and devise the most appropriate solution therefor with the help of precise deduction, sound linguistic expression, experimentation and patience in passing a judgement. He explained, in conclusion, how pupil's abilities may be measured in the light of the contemplated use of scientific methods.

EXAMINATIONS

Development

45. As'aad, Youssef Mikhail, "Examinations: Intelligence versus Memory", (Al-Imtihanaat bayna Al-Zakaa Wal-Zakirah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33661, (January 7, 1979), p. 11.

After describing the characteristics of primary education, the writer identified intelligence and showed how its development is influenced by heredity and acquired experience.

He then reviewed some of man's habits showing how they effect his life and to what extent they relate to intelligence. He also discussed the relationship between memorization, comprehension and training on the one hand and intelligence on the other.

Moving to examinations, the writer reviewed the arguments in favour and against use of dictionaries and reference material in examinations, saying that as a step towards abolition of examinations, students should be permitted to use their dictionaries and mathematical tables in examinations.

Questions Banks

46. El-Sarraf, Adham, "Questions Bank Does Away with the Problem of Private Tutoring", (Bank Al-Asiylah Yaqdi 'ala Mushkilat Al-Durus Al-Khususiyyah), "Akhbar Al-Yom" newspaper, 35th year, Issue No. 1788, (February 10, 1979), p. 5.

An account is given in this article of the comprehensive plan laid down by the National Council for Educational Research for effecting a complete change in the present system of examinations, including the quality of the questions put to pupils at the time of examination.

The plan calls for the establishment of a Bank for questions in which a large set of questions would be fed and stored. These questions would be so carefully selected as to measure pupil's standard of memorization, skills, trends and aptitudes.

The writer then described the steps involved in the creation of the Questions Bank, the procedure for storing the questions for eventual withdrawing at the time of examination. He explained the manner in which the Bank would put the relative questions for each school subject, the committees of teachers and educational experts which would take part in composing the questions and the methods of experimentation on these questions in schools for testing their efficiency.

Explaining the mission of Questions Banks, the writer said that they would be most beneficial for students, teachers and parents, apart from the fact that they would minimise dependence on private tutoring.

Concluding his article he reviewed the schedule set by the Questions Bank for programming the questions covering all school subjects in all stages of education.

EXAMINATIONS AND EVALUATION

47. El-Dahhan, Mona, "Mid-Year Examination: Pros and Cons", (Imtihaan Nisf Al-Sanah bayna Al-Muayyideen Wal-Mu'arideen), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8330, (February 13, 1979), p. 5.

In her article, the writer reviewed the arguments in favour and against mid-year examinations as expounded by educators and parents and as revealed by the statistics released on mid-year examination results. She attempted to depict a relationship between such exams and the phenomenon of private tutoring.

By way of exploring the feelings of the pupils themselves, the writer interviewed a sample of them to indicate their preference for or against mid-year exams.

EXPERIMENTAL SCHOOLS

48. "Model Experimental Schools", (Al-Madares Al-Tajribiyyah Al-Numuzajiyyah), "Akhbar Al-Majales Al-Qawmiyyah Al-Mutakhassissah", (news of the Specialized National Councils), Issue No. 1, (January 1979), pp 12-14.

At the beginning of this article, a historical background of experimental schools was reviewed eversince their concept was adopted for the first time in Egypt in 1932 when experimental classes were annexed to the Institute of Education and until these classes were affiliated to the Ministry of Education in 1939.

The writer then described the developments undergone by these classes until eventually transformed into full-fledged independent model schools.

In an attempt to trace the philosophical origin of experimental schools, the writer drew a picture of the educational philosophy in modern American and European schools and described the systems adopted therein, saying there are two methods of education in practice, one known as the activity method and the other as the project method. In explaining both methods, he said that pupils in the same class are divided into groups, each having its own curricula. He explained how curricula varies between groups and indicated the basis on which pupils are assigned to their respective groups.

The writer emphasized that in model schools, an important link exists between curricula and the local environment. Pupils are required to visit the local landmarks as part of their curriculum.

Concluding his article, the writer outlined the major projects studied in model schools.

FACULTIES AND UNIVERSITIES

Arab University of Beirut

49. Rashed, 'Ali, "Missing Facts in the Issue of the Arab University of Beirut", (Al-Haqaiq Al-Ghaaibah fi Qadiyyat Jami'at Beirut Al-'Arabiyyah), "Al-Ahram" newspaper, 105th year, Issue No. 23626, (January 3, 1979), p. 7.

Following a review of the People's Assembly's debate on the Arab University of Beirut and whether or not it should be closed down, the writer explained the aims contemplated from the establishment of this University and drew a

comparison between the Beirut University which is a branch of Alexandria University and the Khartoum University which is a branch of Cairo University.

The writer, who was the first President of the Arab University of Beirut, explained the developments through which the University has passed eversince it was inaugurated in November 1960 and until this day, describing the attitude taken by the Government of Lebanon towards it and stressing the need for providing the necessary possibilities to enable the University to perform its task.

In conclusion, he related the problems from which the University is suffering, focussing on the increasing number of Egyptian students who, denied the right to enter Egyptian universities by reason of their low scores, are admitted in the University of Beirut, causing academic problems to the University and financial problems to their parents.

Conditions

50. Rushdi, Rashad, "Pictures from University Life", (Suwar min Al-Hayat fil-Jami'ah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33689, (March 7, 1979), p. 7.

After reviewing the development stages of the university spirit in Egypt and describing the freedoms enjoyed by the university in its academic work, the writer said that the purging committees established in conjunction with the outbreak of the July 23, 1952 Revolution, have put an end to such freedoms and prejudiced academic work.

He went on to say that the basic role of the university is to promote objectivity, free thinking and democracy. Any reform of university work should revolve around these values, he said.

In conclusion, the writer described the distinguishing traits of a university graduate, saying that proper university education has its bearing on the graduate's academic conduct, mode of life and mature thinking and adding that all such values have been undermined by the deterioration occasioned in university education in Egypt.

Egyptian Universities - Problems

51. El-Sebaei, Labib, "Would the Private Sector Share in University Education? How?", (Hall Yusahim Al-Qitaa' Al-Khaass fil-Ta'leem Al-Jami'i Wa-Kayf?), "Al-Ahram Al-Iqtisadi" magazine, (Cairo), Issue No. 563, (February 1, 1979), pp 42-43.

Interviewed by the writer, the Minister of Education elaborated on the policy of education in Egypt and touched upon a large number of issues having their bearing on Egyptian universities.

Subjects tackled in the interview included: inadequacy of university equipment, policy of admission in universities, conditions of teaching bodies, the proposed private university, status of post-graduate studies, policy of sending scholars to foreign universities, the Ministry's attitude towards private education, conditions of higher institutes, services rendered by the Ministry, role of provincial universities and the extent of its effectiveness in university of education, problem of text books and how to overcome them through the specialized Text Book Agency, reforms contemplated by the Ministry of Education, integrative plan for scientific and cultural activities, policy of cultural relations as pursued through educational missions, educational offices and cultural centres abroad and, lastly, possibilities of participation by the private sector in university education.

Egyptian University of Khartoum

52. El-Sebaei, Labib, "The Egyptian University in Khartoum", (Al-Jami'ah Al-Misriyyah fil-Khartoum), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33636, (January 13, 1979), p. 3.

This article deals with the University of Khartoum which was established 25 years ago as a branch of Cairo University.

Following a review of the historical background of the University's development since its inauguration, the writer pointed to the large numbers of students admitted in it, mentioning the steps taken by Cairo University to check the number of Egyptian students applying for admission in order to avail Sudanese students of larger admission opportunities.

A major problem faced by this University is the lack of adequate faculty members, although appropriations are made in the budget for the required number of demonstrators, assistant teachers and professors.

After indicating the efforts exerted by the University to provide students with the different health and social services the writer described the plan devised by Cairo University for enabling its branch in Khartoum to improve performance. This plan calls for offsetting the shortage in faculty, re-organizing the branch's administrative structure and providing the necessary text books and academic reference material.

Faculties of Education - Teacher Training

53. Hamed, Mohamed Abdul Salam, "To What Extent Can Faculties of Education Meet Secondary School Needs to Teachers, Specifically Teachers of Arabic", (Mada Wafaa Kulliyyaat Al-Tarbiyah Bi-Hajaat Al-Madares Al-Thanawiyyah min Al-Mudarriseen ma' Isharah Khassah Li-Mudarrisee Al-Lughah Al-'Arabiyyah", (Cairo), Faculty of Education, Al-Azhar University. 1979, 301 pages + appendices.

- Dissertation submitted to the Department of Comparative Education, Faculty of Education, Al-Azhar University for obtaining the degree of Ph.D. in Education.

In his first chapter, the writer presented the problem at hand, indicated its significance and described his method of elaboration, sources and tools. He also described the sample selected for his questionnaire and the different categories comprised in the sample.

The second chapter dealt with the different systems of teacher training adopted for qualifying secondary school teachers in Egypt since 1825 and till 1979. He divided this long of time into two periods, being: the pre-professional training of teachers which begins in 1825 and continues till 1872 and the post-professional training period which began in 1872 with the establishment of specialized institutes of training.

After explaining why he was prompted to divide teacher training into two periods, the writer enumerated the various forces and factors which influence teaching as a profession, depicting the historical roots of the current problem of how to provide adequate numbers of qualified teachers.

In Chapter 3, he dealt with the extent to which the present faculties of education are capable of meeting the quantitative needs to secondary school teachers. He called for expansion in building more faculties and assessed the present policy of admission. The writer took the initiative to draw up a short term plan covering the academic years 1979/80-1982/83 for determining Egypt's needs to teachers in the different majors.

Chapter 4 dealt with the extent to which faculties of education could meet the schools' qualitative needs of teachers.

In Chapter 5, the writer reviewed the major problems encountered in teaching Arabic in Egyptian secondary schools, and introduced a plan for training Arabic teachers academically, culturally and professionally. In this respect, he reviewed the obstacles handicapping Arabic Language Departments in Faculties of Arts.

The sixth chapter is devoted to a review of the major contemporary trends in teacher training.

In his seventh and last chapter, the writer reviewed his findings and recommendations, stressing the need for promoting post graduate studies in faculties of education, emphasizing the practical aspect of teacher training and calling for the creation of a special center for developing Arabic language teaching at all levels of education.

Faculties of Medicine - Development

54. Isma'il, Ahmed 'Abdul 'Aziz, "Faculties of Medicine Are also under Commitment", (Al-Iltizam aydan fil-Tibb), "Al-Ahram" newspaper, Cairo, 105th year, Issue No. 33646, (January 23, 1979), p. 7.

The writer began his article saying that present system of admission in the faculties of medicine should be abolished and replaced by another system devised by him based on scores as well as proficiency tests in order to determine the student's eligibility to join the faculty of medicine. In the opinion of the writer, this system should apply to all candidates without exception.

The writer further called for a revision of the existing systems of study, curricula and examinations, adding that the substitute would insure that faculties of medicine produce the type of doctor who is specifically needed by the Egyptian society.

After indicating the role of teaching bodies in bringing about the anticipated changes in the faculties of medicine, the writer said that proper attention should be paid to their demands which include availing them with the opportunity of seeing most advanced technological developments in developed countries and obtaining up-to-date books, reference material and periodicals.

In conclusion, he said that medical students should receive proper medical care. A medical card should be issued to each of them reflecting his health condition and a general check up should be conducted periodically on each.

Free University Education

55. El-Sebaei, Labib, "Free University Education: For Whom?" (Majjaniyyat Al-Ta'leem Al-Jami'i Li-man?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33651, (January 28, 1979), p. 3.

At the beginning of his article, the writer quoted a statement made by the Minister of Education in the People's Assembly in which he indicated that failing students should not be given the privilege of free education in universities.

After quoting the Vice-Presidents of Cairo University who believe that free education realizes equal opportunities to all students, he called for a reconsideration of the Law of Universities which govern free education.

The writer then said that the entire system of education of all stages and types should be transformed into vocational education. This, in his opinion, would check the demand on admission in universities and eliminate the possibility of repeated failures in faculties.

Dealing with the projected private university, the writer advocated the idea of having a university of this kind charging tuition fees from students. This university would help a great deal in reforming the university educational system, he added.

After reviewing the system of free education observed in socialist and capitalist countries, the writer said that a limit should be placed on the number of permissible failures, on the one hand, and free post-graduate education should be reconsidered, on the other hand.

National and Provincial Universities - Menufiyyah University

56. 'Ali, Mohamed Ramadan Abul-Far, "Provincial and National Universities", (Al-Jami'aat Al-Iqlimiyyah Wal-Jami'aat Al-Ahliyyah), "Al-Gumhouriyah" newspaper, 26th year, Issue No. 9205, (February 12, 1979), p. 5.

Following an introduction on the role of provincial universities in serving the environment, the writer reviewed the contributions made by Menufiyyah University in this respect, mentioning in particular the activities of its faculties of engineering and agriculture in stepping up agricultural output, mechanizing irrigation tools and developing Egyptian villages.

Dealing with the need for promoting provincial universities, overcoming the shortage in their teaching bodies and equipping their laboratories and libraries, the writer said it would be more beneficial for the Ministry of Education to spend the appropriations of the proposed national university on improving and bolstering provincial universities. He pointed to the manner in which such funds would be spent.

The writer went on to say that since the projected national university would charge tuition fees from students, a percentage of such students could be enrolled in provincial universities against payment of tuition fees. Proceeds of such fees could be utilized in consolidating provincial universities and completing their laboratories and libraries.

Concluding his article, he called for a general improvement of all stages of education and promotion of provincial universities for the benefit of a better Egyptian society.

National University

57. El-Sebaei, Labib, "Pros and Cons of the National University", (Al-Jami'aah Al-Ahliyyah bayn Al-Taayeed Wal-Mu'aradah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33652, (January 29, 1979), p. 3.

In this article, which deals with the proposed national (non-governmental) university, the writer interviewed the Minister of Education, the President of Cairo University and the President of the Arab University of Beirut.

Interviewed on the subject, the Minister of Education said that the Ministry has already established special institutes for technology and faculties for languages as nucleus for the proposed university. He explained the role the Ministry would be playing in the establishment of this university once its project is approved by the People's Assembly.

The President of Cairo University began his interview with a comparison between the pros and the cons of the proposed national university, adding that the projected university should, advisably, be established within

the framework and in the bosom of the parent university, showing how schedules could be worked out to avoid any overlapping.

On his part, the President of the Arab University of Beirut said that admission in universities should be provided for all and should be completely separate from labour market requirements.

The writer then quoted the report by the National Council of Education on the role of the university as an exemplary institution equipped with most advanced instruments and free from red tape. The report added that with the better salary scale offered by the proposed national university, Egyptian professors would be lured away from leaving Egypt in search for better pay in other Arab or foreign universities.

58. Qa'oud, Ibrahim, "The National University: Why and for Whom?", (Al-Jami'aah Al-Ahliyyah Limaza ... Wa-Liman?), "Akher Saa" magazine, (Cairo), Issue No. 2313, (February 21, 1979), pp 15-18.

Following a comparison between the number of university graduates in 1952 and their number today, the writer reviewed the developments undergone by Cairo University eversince it was inaugurated in 1908 as a private institution and until today, then reviewed the present number of Egyptian universities, the ratio between professors and students in them and the problems of university education resulting from the establishment of provincial universities.

The writer went on to enumerate the reasons which justified the present trend of thought towards the creation of a national (private, non-governmental) university, citing in this connection the opinion of both the Presidents of Helwan and Al-Azhar Universities and the Vice-President of Cairo University.

The President of Helwan University said that any plans to establish a private university should be preceded by thorough study of all its aspects. He mentioned the prerequisites for the contemplated university.

In the opinion of the President of Al-Azhar University, the proposed private university should offer modern fields of specializations and should rely on a solid budget to meet all the financial commitments entailed in the project.

The Vice-President of Cairo University stressed that the proposed university should be exemplary in all respects and should have no

dependence on governmental appropriations in its budget. As regards the problem of shortage in faculty members, the Vice-President proposed some suggestions for overcoming it.

59. Ramadan, Abdul 'Azim, "The National University: Is it a Call for Class Seggregation?", (Al-Jami'aah Al-Ahliyyah hall hiya Da'wah Tabaqiyyah?), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9192, (February 27, 1979), p. 5.

The writer began his article saying that a distinction should be drawn between the private and public interest groups in the projected national (private, non-governmental) university. He reviewed the different categories of private interest groups who are enthusiastic about the establishment of this national university.

The writer explained that the present restrictions on admission in universities has increased private interest groups, adding that it would be wrong to use the criterion of score as the only requirement for admission in universities. In this respect the writer stated that some students obtaining low scores in General Secondary examinations have proved successful in some foreign universities, while others obtaining high scores have proved to be unqualified for university education in Egyptian universities.

Dealing with the present system of education and examinations in the secondary stage, the writer pointed to their defects, saying that these defects reflect on the present status of Egyptian universities.

The writer went on to say that provincial universities should receive considerable backing and university education should extend its umbrella to cover all academically qualified students.

Concluding his article, he said that if the present system of taxation is reformed, it would have its bearing on consolidating existing universities.

60. Mahmoud, Hafez, "Free Universities, Indeed", (Ball Jami'aat Hurrah), "Al-Gumhouriyah" newspaper, 26th year, Issue No. 9194, (March 1, 1979), p. 9.

Following a review of the arguments in favour and against the establishment of a national (private) university, the writer explained the State's role in university education and the place of such education between private and public education.

He then said that the Government enjoys the prerogative of exempting universities from coming under its administrative control, stressing the importance of granting full autonomy to each university so that the University Council would have absolute discretion in handling the university's curricula and budget.

After enumerating some of the aims of the projected private university, he cited the example of the private higher institutes established earlier and discussed the possibility of opening branches of world universities in Egypt, indicating the benefits both to the student and to education from such move.

Concluding his article, the writer stressed the need for specialized universities, adding that no seggregation should be made between universities on account of their charging tuition fees or their being free institutions. In particular, the writer stressed the need for giving special care to students with excellent academic record.

61. Raslan, Ahmed, "Are We in Need of a Private National University?", (Hall Nahnu fi Hajah ila Jami'aah Ahliyyah Khassah?), "Al-Musawwar" magazine, Issue No. 2838, (March 2, 1979), p. 18.

In his article, the writer interviewed a number of educators on the projected national (private, non-governmental) university, reviewing the arguments for or against this project. He also reviewed a report prepared by experts on the costs entailed in the establishment of a private university as well as the cost per student per annum.

Interviewed by the writer, the President of Alexandria stressed that no newly established universities should duplicate any of the existing majors, adding that the existing universities are in dire need for consolidation.

The Leader of the Socialist Labour Party is of the opinion that the passive aspects of the existing universities should first be treated, technical studies between the higher and intermediate levels should be improved and the first stage of education should be so ameliorated so as to raise its absorption rate.

An expert of the National Council for Education and Scientific Research said that before any new university is contemplated, adequate controls should be placed to insure the feasibility of the project. In his opinion, the projected university should be built in the middle of an integrative community in the desert and should concentrate on new majors.

Interviewed by the writer, the Dean of the Faculty of Arts, Cairo University related the provisions of the Law of Private Education which governs the establishment of private institutes and enumerated the colleges and institutes established thereunder, saying that under the existing limitations of financial resources it would be difficult to established the projected university.

The last interview was accorded by a professor at the Faculty of Education, Tanta University, who expressed his view concerning the establishment of the national university.

62. Darwish, Mahmoud, "Yes to the National University, after Careful Planning and Clear Objectives", (Na'am Lil-Jami'aah Al-Ahliyyah ba'd Takhteet Daqeeq Wa-Hadaf Wadih), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9195, (March 2, 1979), p. 5.

At the beginning of his article, the writer explained the idea of having a national (private) university eversince its appearance, saying that, under all circumstances, free education should not be touched, nor should the principle of equal opportunities be prejudiced and universities should, at all times, maintain a high standard of education and keep pace with world progress.

In relating the history of Cairo University, the writer underlined that this parent university has had its beginning as a private institution before the State took it over. In his opinion, the projected private university should be considered in all objectivity.

The writer then said that the contemplated university would enable capable students of joining it and paying the established tuition fees rather than travelling to overseas countries for their university education. The Supreme Council of Universities must assume the responsibility of making the necessary planning for the projected university to insure that qualified generations after generations of specialists are produced.

Concluding his article, he enumerated the advantages of the private university, adding that citizens should be allowed to share with the State in everything, even in universities.

63. 'Ammar, El-Sayyed, "For this Reason I Favour the National University", (Li-haza Uayyid Al-Jami'aah Al-Ahliyyah), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9196, (March 3, 1979), p. 5.

Following a review of the arguments in favour and against the establishment of a national (private, non-governmental) university, the writer enumerated the reasons for which he himself supports the establishment of this university.

In his opinion, the private university would do away with bureaucracy and red tape, realize practical and material stability for its professors and maintain a high academic standard by reason of the tuition fees paid by students.

He then described the role of professional associations and scientific societies in making the necessary plans for the university and in working out curricula so as to insure the highest possible level of academic efficiency.

Concluding his article, the writer said that the private university would receive donations from local and world companies and establishments, adding that its board, consisting of experienced intellectuals, would insure the proper functioning of the university at all times.

64. Soliman, 'Abdul 'Aziz, "The Question of the National University Cannot Be Determined by Amateurs", (Mawdu' Al-Jami'aah Al-Ahliyyah la Yahsimuhu Al-Huwat), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9196, (March 3, 1979), p. 5.

At the beginning of his article, the writer underlined the importance of hearing sessions in which public matters are put to discussion. He also indicated the seriousness of putting intricate subjects, like the projected national (private) university, to public discussion, unless participants are highly specialized and responsible people who give the matter serious study.

He went on to stress the importance of accurate data and statistics in studying educational matters in general, saying that the question of the proposed private university should be entrusted with an academic committee of specialists. The findings of this committee would later be assessed by a committee of highly competent persons.

In his opinion, the first stages of education should be divided into branches of crafts, applied sciences and academic work. The existing system of education should be so adjusted as to assist in combatting illiteracy and spreading cultural awareness among masses.

Concluding his article, he said that the adoption of the branches system would check the large numbers of students applying to universities each year.

65. Ismail, Ahmed 'Abdul 'Aziz, "A National University or a Faculty with Tuition Fees", (Jami'aah Ahliyyah am Kulliyyah Bi-Masareef), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33689, (March 7, 1979), p. 7.

After reviewing the arguments of those in favour of the establishment of a national (private) university and pointing to the justifications they give to substantiate their call, the writer said that the proposed university is meant to enable students with low scores but with good financial standing to join a local university and pay for their education.

As a substitute for the projected university, he suggested that a limited percentage of students could be admitted in university against payment of tuition fees. The experiment should start with one university before it becomes universal.

In his opinion, this suggestion would enable universities to benefit from the tuition fees in improving their educational service and purchasing the necessary equipment and reference books and would check the number of students leaving the country for studying abroad.

66. 'Abdul Khalek, Sa'd, "The National University and the Principle of Equal Opportunities", (Al-Jami'aah Al-Ahliyyah Wa-Mabdaa Takafu Al-Furas), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33703, (March 21, 1979), p. 7.

At the beginning of his article, the writer pointed to the interest shown in the projected national university, saying that the contemplated institution would seggregate between the members of the same nation, divide people to a capable and an incapable class and lure professors away of their universities by reason of the higher pay offered.

The writer is of the opinion that a national university for outstanding students should be established, provided only outstanding students - with no exception - are admitted therein and also provided its faculty receive handsome material and moral treatment.

He emphasized that the new university for gifted students should be located away from congested towns, should be integrative and should provide students with free education and accommodation.

67. Qa'ud, Ibrahim, "Is This University Exclusive for Those Materially Capable or Is it also for Those Who Are Academically Qualified?", (Hazihi Al-Jami'aah Lil-Qadireen Madiyyan faqat am 'Amaliyyan aydan?), "Akher Saa" magazine, Issue No. 2314, (March 28, 1979), p. 14.

As an introduction to his article, the writer reviewed a report released in 1974 by the UNESCO on the aims of university education in Egypt and Japan and the impact of education on social changes. The report drew a comparison between universities dependent on donations and governmental universities in the U.S. and showed to what extent are universities in Japan related to production corporations.

After reviewing the problems from which Egyptian universities are now suffering and how they reflect on the present low standard of education, the writer sought the opinion of some university professors on the projected private university.

The Head of the Journalism Department of the Faculty of Information, Cairo University, is of the opinion that before thinking of establishing any new universities, the existing ones should be adequately backed and consolidated.

Other professors interviewed from the Faculty of Medicine, 'Ain Shams University and the Faculty of Economy, Cairo University, pointed to the side effects of the projected private university, saying it would steal professors from existing universities and undermine the principle of equal opportunities.

68. Selimah, Mohamed Mohamed, "No ... to the National University", (La ... Lil-Jami'aah Al-Ahliyyah), "Al-Shabaab Wa-'Ulum Al-Mustaqbal" magazine, (Cairo), 2nd year, Issue No. 2, (March 1979), pp 18-19.

After reviewing the arguments in favour of the establishment of a national (private university) made in the past and the present and enumerating the benefits reaped by the people from free education and the extension of university education to all parts of the country, the writer mentioned the disadvantages to university professors from the establishment of a private university.

As to the present status of university education, he pointed to the need for reforming the system of education, finding solutions for university problems, equipping laboratories and libraries in existing universities, filling faculty vacancies, establishing new dormitories and sports facilities and providing printing presses for printing academic books and student publications.

In conclusion, the writer called upon faculty, Members of the People's Assembly, the Ministry of Youth and Students' Associations to oppose the projected private university and defend the rights of Egyptian students in free education and equal opportunities.

National University - Disadvantages

69. Shatlah, Mohamed, "Stop Destructing University Education", (Kafa Hadman Lil-Ta'leem Al-Jami'i), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9179, (February 14, 1979), p. 5.

Commenting on the enthusiasm shown by some university professors for the establishment of a national (private, non-governmental) university, the writer asked if the proposed university would make any new contribution to academic life.

Following a review of some disadvantages to the Government and to university education as a result of the establishment of the proposed university, the writer called for an ameliorated salary scale in existing universities and for the provision of the proper academic atmosphere which would enable professors to devote their full energies to the service of the university. In this respect, he pointed to certain inadequacies in Egyptian universities.

Concluded his article, he made some suggestions about the establishment of any new universities in the future, whether governmental or non-governmental.

70. Fahmi, Farouk, "National University, for Whom?", (Al-Jami'aah Al-Ahliyyah Li-man?), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9181, (February 16, 1979), p. 5.

At the beginning of his article, the writer indicated that private education in Egypt and in developing countries has played an insignificant role

in the educational process from an academic point of view. Private higher institutes in Egypt made no tangible contribution to Egyptian education, he added.

In such a case, the creation of a national (private, non-governmental) university in Egypt would have its consequences on the existing universities, especially that the proposed university would pose a more attractive salary scale, luring professors away of existing universities, the writer said.

Dealing with the kind of students who would be admitted in the proposed private university, the writer said that the outcome of such quality of students is to have private capital dominate and override the university.

According to the writer, the whole idea of establishing a private university emanated from the desire to find an acceptable solution for Egyptian students enrolled in the Arab University of Beirut (which is a branch of Alexandria University) and the Branch of Cairo University in Khartoum.

Concluding his article, he called for finding solutions to the problems faced by existing universities, showing how this would result in a better system of university education in Egypt.

71. Hanafi, Hassan, "The National University Constitutes a Conspiracy against Education in Egypt", (Al-Jami'aah Al-Ahliyyah Muaamarah 'ala Al-Ta'leem fi Misr), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9189, (February 24, 1979), p. 5.

After stating that the establishment of a national (private, non-governmental) university would abolish the principle of equal opportunities and consecrate the phenomenon of duality in education, the writer said that the projected university would seggregate between the members of the one nation.

He then emphasized the importance of cultural unity, showing how it influences national unity, then stressed the need for backing existing universities, increasing the number of scholarships and fellowships granted to faculty members, providing a proper intellectual atmosphere in universities, consolidating university independence and realizing academic freedom in all universities. The writer showed how all the foregoing would enhance university education in Egypt.

Concluding his article, he said that the projected private university would put an end to Egyptian culture. He called upon the authorities to

guard against similar conspiracies aimed at dealing deadly blows to Egyptian culture and heritage.

72. Soliman, 'Abdul Aziz, "The National University Is an Unjustified Ado", (Al-Jami'aah Al-Ahliyyah Dajjah bila Mubarrir), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9209, (March 16,1979), p. 5.

After stressing the important role of educators in studying the entire aspects of the proposed national (private) university and stating that their study would eliminate any problems which might accompany the establishment of this university, the writer said that with establishing this university, socially capable but academically incapable students would have the opportunity of entering the university.

In the opinion of the writer, before any private university is contemplated, problems of primary education which were enumerated by him, must first be treated. Also, those who have had a chance of going to university should assist in fighting illiteracy and in family planning campaigns.

Concluding his article, he reiterated that the question of the private university should be studied objectively and academically in order to put an end to the much ado which accompanied the talk on the proposed university.

National University - Establishment

73. Nassar, Hussein, "View on the National University", (Raay fil-Jami'aah Al-Ahliyyah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33666, (February 12, 1979), p. 11.

In this article, the writer attempted to discuss the pros and cons of the proposed national (private, non-governmental) university.

To those who want this university to be exclusive for expatriate students coming from Arab and foreign countries, the writer said that the present expansion in universities in Arab countries, coupled with political considerations would reduce the number of expatriates from one year to another.

Replying to the view that the proposed national university would set aside a certain percentage of places for students excelling in Secondary examinations, the writer said that the experience of the existing universities refutes such view.

Explaining the real reason behind the establishment of the new university, the writer said that admission of students with low scores, but who can pay high tuition fees, would ruin the system of education and undermine technical and intermediate education.

The writer then showed how the establishment of the proposed university would affect provincial universities and lure professors to join it by reason of the high pay, adding that provincial universities should be given adequate backing to help them play their role in serving the local community and the Egyptian society.

National University - Importance

74. Ahmed, Farghali Gad, "The National University is an Educational Necessity", (Al-Jami'aah Al-Ahliyyah Darurah Ta'leemiyyah), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9181, (February 16, 1979), p. 5.

In an introduction to his article, the writer reviewed the budgetary appropriations allocated by the State for educational purposes, saying that they are inadequate to turn out the required number of graduates needed by the country, whether as to quantity or as to quality.

After pointing to the importance of soliciting popular contribution towards supporting education and establishing a national (private, non-governmental) university, the writer reviewed the arguments for and against the creation of a private university and stressed the need that such university should depend in its financing and equipment on popular effort and public corporations, citing in this connection the example of some American charitable institutions which pay generous donations to universities in the U.S.

Dealing with the aims of the proposed university, the writer mentioned in particular that it would alleviate the burden currently borne by the existing universities, attract Egyptian professors seconded to it to stay in Egypt, rationalize Egyptian education and generate competition between governmental and private education at the university level.

In conclusion, the writer described the contemplated private university saying it should be unique, depend on self-financing, enjoy absolute independence and exemption from university legislations and provide admission opportunities for all students, Egyptian or otherwise, who can afford to pay the tuition fees.

National University - Organization

75. El-Shaikh, Rabi', "National University but not at the Expense of Other Universities", (Jami'aah Ahliyyah ... Laysat 'ala Hisaab Al-Jami'aat Al-Ukhra), "Akhbar Al-Yom" newspaper, 35th year, Issue No. 1788, (February 10, 1979), p. 4.

In an attempt to sound out the different views on the projected national (non-governmental) university, the writer interviewed educators, Members of the People's Assembly, Presidents of Universities and professors.

Questions posed to them on the projected university dealt with financing sources, proposed faculties and their location, teaching bodies and how to recruit them, seconding of professors from other universities and the consequences of this measure, university's plans, organization and peculiar characteristics, admission and whether it would be on the basis of scores, categories of students admitted, system and conditions of admission, majoring subjects and types of professors and whether they would be working on a full-time basis.

The Open Day

76. 'Afifi, 'Afifi 'Abdul 'Aal, "Where Is the Open Day in Universities?", (Ayna Al-Yaum Al-Maftuh Al-Jami'i?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33640, (January 17, 1979), p. 9.

The writer began his article saying that the adoption of the open-day practice in universities has been warmly received by students who felt both enthusiastic and happy about this new practice.

Dealing with the manner in which the idea of an open day could be carried out, the writer mentioned visits to the local environment, panels of discussion between professors and students, athletic, cultural and social contests, display of academic books in exhibitions, exchange of visits between universities and exchange of youth delegations with Arab and foreign universities.

In conclusion, the writer said that the open day could serve as a means of studying and devising solutions for the environment's problems, strengthening the bonds of friendship and affinity between professors and students, developing the reading hobby, uncovering talents, creating a spiritual homogeneity, exchanging views, broading youth's power of perception, mastering languages and keeping au courant with the world's latest inventions.

Organization

77. 'Aggour, Mohamed Shafik, "If We Are Serious in Giving Momentum to the Process of University Education ...", (Iza Kunna Jaddeen fi Daf' 'Ajalat Al-Ta'leem Al-Jami'i), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33699, (March 17, 1979), p. 7.

The writer began his article with a review of the obstacles hindering university education, focussing on the administrative obstacles and emphasizing the need for overcoming them.

Moving to Department Heads and the prerogatives exercised by them, he drew a comparison between the practice in foreign universities and in Egyptian universities, saying that in latter universities, each Department has an administrative, financial, technical and scientific head who determines the salary raises and promotions of his Department's staff and approves their absence for travel.

The writer then explained the exemplary method for promoting faculty members, saying that the Faculty's Council should have a word in this.

Talking on demonstrators, the writer indicated the prerequisites to be fulfilled by them, saying that each demonstrator must of necessity meet all prescribed requirements.

Dealing with the pressing need for university independence, he indicated the functions of the University President under such system and the manner in which he dispenses with his duties.

The writer went on to compare the number of students enrolled in Egyptian universities with their number in American universities saying that mass education in the former tends to lower the standard of university education.

On the problem of inadequacy of university equipment and material, the writer said that charging students a share of the expenses would help overcome this problem.

In conclusion, the writer compared the teacher/student ratio in Egyptian universities with the ratio in British and German universities, saying that Egypt is at a disadvantage owing to the shortage in faculty, with the result that the standard of university education suffers.

78. Hassan, Mohamed Yusri, "Ph.D. Locally Obtained by Toilers", (Dukturaah Al-Mukafiheen fil-Dakhil), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33626, (January 3, 1979), p. 13.

After drawing a comparison between the material and other benefits enjoyed by Egyptian Ph.D. scholars obtaining their academic degrees from overseas universities and their colleagues obtaining their degrees from Egyptian universities, the writer said that every effort should be made to insure that both categories are put on the same footing in treatment.

The writer explained that scholars, working on their Ph.D. in Egypt, are at a disadvantage owing to the problems they encounter in collecting the necessary academic data for their research.

Concluding his article, he emphasized that Ph.D. holders, whether from Egyptian or foreign universities should receive the same treatment, materially and otherwise, for the sake of removing any psychological hindrance to their proper performance of their duties in the service of Motherland.

79. Shabayek, Ahmed Abdul Qawi, "Toilers Inside", (Al-Mukafihun fil-Dakhil), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33651, (January 28, 1979), p. 11.

At the outset of his article, the writer enumerated the advantages enjoyed by Egyptians sent on scholarships abroad as contrasted with their counterparts who remain in Egypt combining their work for the Ph.D. with their normal duties as assistant teachers in lecturing and instructing in laboratories in their assigned faculties in provincial universities. He described the difficulties the latter group encounters in compiling the academic material needed and in commuting between their universities in provinces and the universities in which they are registered for Ph.D. work.

In addition to the burdens assumed by the local Ph.D. candidates, they contribute research having direct bearing on the problems of the local environment and how to solve them.

Concluding his article, the writer said that these toiling scholars in Egypt should be helped to overcome their academic difficulties, in the interest of the scholars themselves, their respective universities, their local community and Motherland.

Problems

80. Tawfik, Mohsen 'Abdul Hamid, "The Egyptian University First and Foremost and before the National University", (Al-Jami'ah Al-Misriyyah Awwalan Wa-Qabl Al-Jami'ah Al-Ahliyyah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33674, (February 20, 1979), p. 5.

Following a comparison drawn by the writer between the role played by the Egyptian university in spreading knowledge and culture in the fourth and fifth decades of this Century and the problems currently handicapping it, the writer said that before thinking of establishing a national university, every effort should be deployed to insure that existing universities have overcome their problems.

Enumerating problems faced by universities, the writer mentioned the shortage in faculty, the inadequacy of laboratories and libraries in meeting research and reading requirements, the emigration of professors, the reliance on text books and professors' notes with the ensuing deterioration of the graduates' levels and the widespread private tutoring doing away with the advantages of free education and also with the principle of equal opportunities. He showed how these problems reflect on the society.

After giving statistics on the number of professors tendering their resignations from the faculties of engineering each year and the number of demonstrators failing to return after completing their post-graduate work abroad, the writer said that serious consideration should be given to the academic and material demands of teaching bodies, showing how such care would reflect on students and on the community the university endeavours to serve.

Religious Education

81. Dunia, Hamed, "Re-open Village Kuttabs (Rural Classes)", (A'idu Kuttab Al-Qaryah), "October" magazine, Issue No. 123, (March 4, 1979), pp. 14-15.

After stating that religion should always remain a popular subject and should never be taught as a compulsory school subject, the writer described the old system of village kuttabs (or rural classes) in which emphasis was laid on religious education and outlined the discussions of the Supreme Council of Universities on considering religion as a basic subject determining the student's success or failure in universities as from the academic year 1979/80.

Interviewed by the writer, the Minister of Education cautioned against adopting this policy, saying that religious education in universities should follow the same practice of public schools. In this connection, he explained why grades of religions courses were not calculated in the pupils' grand total.

The Minister, further, welcomed the idea of reviving the system of village kuttabs in order to inculcate principles of religion in children at an early age.

In the opinion of the Minister no resolution should be adopted on making religion obligatory in universities until the matter has been discussed by the National Council of Education and the People's Assembly's Committees of Youth and Education.

Concluding his article, the writer emphasized that religion should be seggregated from politics.

Students - Admission

82. Nassar, Hussein, "Why Make Exceptions in Admission in Universities?" (Istithnaat Al-Qabul Fil-Jami'aat ... Limaza?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33703, (March 21, 1979), p. 13.

The writer began his article saying that the great attention paid to university education and the increasing demand on joining public offices upon graduation have been responsible for the vast expansion in admission in universities. For the sake of organizing the admission procedure, a Coordination Office has been established for the purpose of assigning students to faculties on the basis of their scores in the General Secondary Certificate examination. This procedure has resulted in the widespread phenomenon of private tutoring and the equally widespread auxiliary books and outlines which have been detrimental to students' ambition.

The writer then explained how exemptions in admission became an acceptable practice, adding that these exemptions defeat all purposes of proper education and should be abolished in all their forms forthwith.

He also mentioned that scores obtained in the last secondary year should not be accepted as the only yardstick of the student's competence qualifying him to enter the university. The whole system of examinations and correction of papers should be changed, the writer added.

83. 'Aqeel, Mohamed 'Umri, "Two Systems for Student Admission in Universities", (Nizamaan Li-Qabul Al-Tullab Fil-Jami'aat), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33660, (February 7, 1979), p. 7.

Following a review of the present problems of admission in universities and the consequences befalling students and parents as a result of such problems, the writer dealt with the proposed national university saying that its establishment would be detrimental to university education.

He then reviewed the functions presently performed by the Coordination Office in assigning students to the faculties to which they are eligible, saying this Office should remain and should perform its duty as usual.

The writer suggested a parallel system of admission which would enable students rejected by the Coordination Office to join universities. The details of this system were explained by the writer.

Students - Employment

84. Al-Azhari, Ibrahim, "Where Is the Approval of Al-Azhar University Students on the Proposed Closure of Universities?", (Ayna Muwafaqat Tullab Al-Jami'ah Al-Azhariyyah 'ala Mashrou' Ighlaaq Al-Jami'aat?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33690, (March 8, 1979), p. 7.

Replying to a previous article in which it was stated that students of Al-Azhar University have agreed to a project envisaging the closure of schools and universities for one full year during which all energies would be directed towards production and reconstruction projects, the writer indicated that any such agreement has to pass through certain channels and stages culminating with the approval of students' unions.

The writer then indicated the obstacles hindering the carrying out of the proposed project, saying that there are not enough employment opportunities for all university students, apart from the fact that there already exists a problem of unemployment in some fields of specialization.

The writer called upon university professors to voice their views on this project. Parents, as well, should have a say on the proposed suspension of education for one year.

In conclusion, he said that students are suffering from extensive leisure time which, if properly utilized, would be most beneficial to the society. He indicated some methods for keeping students busy in a profitable fashion.

Students - External

85. El-Sebaei, Labib, "Fifty Thousand Students at Loss between Being Non-External and Non-Regular Students", (50 Alf Talib bayn Al-Laintisaab Wal-Laintizaam), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33653, (January 30, 1979), p. 7.

At the beginning of his article, the writer quoted the President of the Arab University of Beirut (a branch of Alexandria University) as saying that the present system of admission in Egyptian universities requiring candidates to be holders of a fresh secondary certificate, has deprived many Government employees from joining universities in the capacity of external students.

In the opinion expressed to the writer by the President of Cairo University, the entire system of external students should be re-considered. External students could apply to join the proposed private university against payment of tuition fees.

Dealing with the idea of establishing "open universities", the writer interviewed the Vice-Presidents of Cairo University on this subject and on the advantages and disadvantages of the "external students" system. They proposed developing this system in a manner enabling external students to gather in periodical evening panels with their professors.

Concluding his article, the writer interviewed the Minister of Education on external students system. In the opinion of the Minister, this system should be abolished and replaced by the system of "open universities". The Minister explained the procedure for putting this idea into effect.

Teaching Bodies

86. El-Sebaei, Labib, "Before Our Universities Lose the Last Elements of University Education; Wherefrom to Start Treating the Problem of Faculty Shortage?", (Qabla An Tafqid Jami'aatuna Aakher 'Anasir Al-Ta'leem Al-Jami'i; Azmat Hayaat Al-Tadrees Bil-Jami'aat min ayna Yabdaa Al-'Ilaaj?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 564, (February 1979), pp 50-51.

After stating that Egyptian universities are suffering from an acute shortage in material and human potentialities, the writer stressed the universities' role in intensifying their programmes to qualify demonstrators and assistant teachers so as to fill the present gaps and in establishing new faculties and developing the existing ones.

The writer then interviewed the Vice-President of Cairo University who said that the present shortage in faculty is attributable to the loaning of professors to foreign universities and to participation in academic conferences. Advantages and disadvantages of faculty involvement in such loaning and in conferences were reviewed by the writer.

Interviewed in his turn, the President of the Khartoum Branch of Cairo University called for the establishment of a machinery which would organize post-graduate studies and adopt the modern methods of documentation, recording and data retrieval.

In conclusion, the writer reported the recommendations passed by the National Council of Education for devising a way out of the problem of shortage in faculty.

Text Books - Problems in Universities

87. 'Issa, 'Ali Ahmed, "The Problem of Academic Books Is Artificial", (Mushkilat Al-Kitab Al-Jami'i Mufta'alah), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9185, February 2, 1979, p. 5.

After discussing the problem of academic books and emphasizing that every effort should be made to make books within reach of university students, the writer called for opening all public libraries and university and school libraries not only before students but before all citizens, including housewives.

Comparing Egyptian academic and public libraries to those elsewhere, the writer said that while Egyptian libraries are rich in reference books and reading material, librarians are not professionally trained on their job and the system of circulating books is not exemplary. He urged Governorates to pay more attention to the libraries established in each and came out with a suggestion for establishing a library in each quarter for the benefit of would-be readers.

Universities - Admission

88. Abdu, Nagaat Hassan, "Education and Schools of the Past", (Ta'leem Zamaan Wa-Madares Zamaan), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8325, (February 7, 1979), p. 5.

Dealing with the problem of admission in universities, the writer said that this problem causes a constant headache to graduates of secondary education and the equivalent, parents, officials of the Coordination Office and the authorities responsible for education.

She went on to say that there are many fields of specialization which are open for numerous specialists, adding that the Coordination Office should be able to organize admission in such a manner as to ensure that the society's needs to such specialists are adequately met.

Stressing the need for some substitutes to universities, the writer said that the major industrial and commercial firms should be able to provide training opportunities in many fields, indicating the importance of training.

For reforming the present system of admission, she suggested a two-stage policy. The present stage would remain intact for a transitional period, following which the second stage would begin. In the second stage universities would emphasize quality rather than quantity, solve the problems of facilities and equipment, send scholars to foreign universities and establish fellowships.

In conclusion, the writer drew a comparison between the system of education in the past and the present system, saying that universities should send out specialized and efficient graduates.

Universities - Technical Studies - Admission

89. 'Aref, Mahmoud, "Why Technical Certificates Are not Given Uniform Treatment?", (Limaza la Tatawahhad Al-Mu'amalah fi Qabul Al-Shihadaat Al-Fanniyyah?), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8351, (March 21, 1979), p. 12.

This article deals with holders of diplomas of technical institutes and schools who, on applying for admission in the different faculties, receive different treatment.

By way of example, the writer described the manner in which holders of the Diploma of Industrial Complementary Studies obtaining a 70% score in examination are treated when applying for admission in the faculties of engineering technology as contrasted to graduates of the Higher Institute of Commerce who are admitted exclusively in faculties of commerce.

After saying that the difference in admission procedures denies holders of technical diplomas the right to a fair treatment, the writer appealed to the Supreme Council of Universities to take this matter in hand and standardize the systems of admission in faculties which apply to all holders of technical diplomas graduating from all types of technical schools and their equivalent.

Universities - Teaching Bodies - Problems

90. 'Aqeel, Mohamed 'Amri, "Are University Professors Part-Timers? Let Us Face the Fact", (Hall Asatizat Al-Jami'aat ghair Mutafarrigheen? 'Alaina an Nuwajih Al-Haqiqah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8291, (January 10, 1979), p. 5.

This article deals with the problem that university professors are not devoting all their time and energy to their respective faculties and reviews some suggestions and opinions on this matter.

At the outset, the writer over-emphasized the need for professors to be available on the campus and mix with their students in a spiritual atmosphere of professor-student relationship. In the opinion of the writer, this healthy relationship is most beneficial for students.

He also reviewed the system of optional full-time work indicating to what extent such system conforms to university legislations in Egypt and elsewhere.

The writer then dealt with the actual position of some faculty members and compared the salaries and allowances they receive with the earnings of other categories in the Government and in some other bodies. Here, he reviewed some opinion calling for an adjustment of the salaries paid to faculty.

Concluding his article, he called for a thorough understanding of the duties as well as the views of both full-time and part-time professors before taking any measure reflecting on the university's function of study and research.

University Councils - Functions

91. 'Aref, Mahmoud, "Would the Supreme Council of Universities Go Back to its Original Function?", (Hall Ya'ud Al-Majlis Al-A'la Lil-Jami'aat ila Wazifatuhu Al-Ula?), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8357, (March 28, 1979), p. 14.

After indicating the basic functions vested in the Supreme Council of Universities and pointing to its role in drawing up plans and policies for university education, the writer enumerated the duties actually performed by the Council and involving a large array of tasks, saying that the Council should delegate its authorities to the respective Faculty and University Councils, exercising fairness in distribution and avoiding concentration of all tasks in the Supreme Council itself.

Dealing with the procedure of work in the Council and its need for development, the writer expressed the opinion that the Council should be provided with the material, human and administrative possibilities necessary for making it more capable of dispensing with its duties and responsibilities.

Concluding his article, he elaborated the new system of organization whereby the functions of the respective university councils are clearly defined.

University Guards

92. El-Sebaei, Labib, "The University: Who Guards It?", (Al-Jami'ah; Man Yahrusaha?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 565, (March 1979), pp 42-43.

Commenting on a meeting between the Secretary of the Supreme Council of Universities and the teaching and student bodies of Suez Canal University, the writer said that the abolished university guards should be reinstated. He explained the procedure for setting up an adequate university guard, proposing that a special institute or faculty should be established for the purpose of training and graduating efficient guards.

After describing the proposed curricula for the guards' institute, the writer said that the university should be linked to the environment in which it operates. Communion between the university and the environment could be achieved through the practice of the open day, he said.

FOREIGN LANGUAGE SCHOOLS

93. A.R.E., Legislations, Laws, Regulations .., etc., "Ministerial Resolution No. 2 Dated January 1, 1979 in Connection with the Establishment of Experimental Language Schools and the Issuance of their Internal Regulations", Cairo, Department of Legislation, Conseil d'Etat, 1979, 12 pages.

This Resolution consists of four articles.

The first article prescribes the establishment in the Governorates of Cairo, Alexandria and Giza of mixed experimental language schools, with nursery classes annexed to each. The Article also specified the date on which such schools start work.

Article 2 makes reference to the appended Regulation which elaborates the system of work in such schools and classes.

The third and fourth articles are concerned with the implementation of the Resolution and its publication in the Official Gazette.

The appended Regulation is divided into six chapters comprising 31 articles.

The first chapter contains three articles specifying the object and duration of study of these schools in the nursery, primary, preparatory and secondary classes.

Chapter 2, comprising Articles 4 to 16, sets forth the conditions of admission in the nursery, the registration formalities and the minimum age of applying pupils. It also indicates the conditions for admission in primary schools and preparatory and secondary sections.

The third chapter, containing Articles 17-20, explains the plans and programmes of study in these schools and sections.

Chapter 4, consisting of Articles 21 to 25 prescribes the conditions for and systems of examination in the schools and sections concerned.

The fifth chapter consists of Article 26. It indicates the tuition fees payable by pupils entering these schools.

The sixth chapter, comprising the last five articles, sets forth the general rules governing these schools, the manner in which their Boards are established, the system to be followed for transferring pupils to and from the schools and the procedure prescribed for selecting language text books and other translated books used in the schools.

GENERAL SECONDARY CERTIFICATE EXAMINATION

94. Embabi, Mohamed, "Preparations for General Secondary Examinations Begun; What Is in the Examination Sheet?", (Badaa Al-I'daad Limtihanaat Al-Thanawiyyah Al-'Aammah; Maza fi Waraqat Al-Imtihaan?), "Akhbar Al-Yom" newspaper, (Cairo), 35th year, Issue No. 1785, (January 20, 1979), p. 4.

This article deals with the broadlines of the policy adopted in putting down examination questions for the forthcoming General Secondary Certificate examinations and explains the steps required for effecting the much-needed change in examination systems.

The writer explained the extent to which the method of objective tests will be adopted in some subjects but not in others, describing the points to be observed and adhered to by the committees entrusted with the preparation of examination questions.

On the basis of interviews with school subject advisers, the writer was able to give an idea of the questions put in the different school subjects for the forthcoming examinations and to point to the changes effected as compared to last year's examinations.

He explained that the new trend in examination questions is to have them measure the pupil's different capabilities rather than his sole ability to memorize.

The writer called for a change in the explanation methods used by teachers and for a reconsideration of curricula and text books, giving his reasons therefor. He also attempted to find solutions for some of the problems encountered in applying the new system of examination, guided by the views expressed by experts.

Organization

95. 'Aref, Mahmoud, "Important Changes in General Secondary Examination Schedule", (Ta'dilaat Hammah fi Jadwal Imtihaan Al-Thanawiyyah Al-'Aammah), "Al-Akhbar" newspaper, (Cairo), 35th year, Issue No. 8301, (January 22, 1979), p. 7.

The writer reviewed some changes introduced to the General Secondary Certificate examination schedule in response to a request by the pupils themselves submitted to the officials by the General Association of Secondary School Pupils.

These changes pertain to the time allotted to philosophy and logic examination in the Literary Branch and the first foreign language examination for students in the Literary and Scientific Branches. The time allotted to algebra was also changed.

At the request of pupils, high level English and French examinations were made uniform to pupils in all Branches.

The writer concluded his article by a statistical survey of the number of pupils expected to sit for General Secondary and technical certificate examinations and for teacher training diploma examinations.

THE HANDICAPPED

Care

96. Taha, Mahmoud Hassan, "The Social Education Mission of Caring for the Handicapped", (Risalat Al-Tarbiyah Al-Ijtima'iyyah fi Ri'ayat Al-Mu'awwaqeen), Cairo, Directorate-General of Social Education, Ministry of Education, 1979, 46 pages.

This document is concerned with the responsibilities borne by social education machineries, both at the central and local levels, in directing school society. It reviews the inherited and acquired factors influencing the individual's nature of adjustment and personality, such as bodily condition, general appearance, state of mood, mental faculty, cultural, social and communal factors influencing personality development and personal difficulties resulting from bodily deformities.

The writer also reviewed the various mental, psychological and bodily handicaps, whether apparent or invisible. He described the inhuman treatment to which these handicapped were subjected in the past and pointed to the proper method to be used in dealing with them.

After reviewing the pertinent legal provisions applicable to delinquent students in the general stage of education, the writer elaborated the role of the Directorate-General for Special Education in caring for the handicapped, mentioning the conditions to be fulfilled in schools catering for the handicapped and stressing the importance of physical education in developing handicapped pupils.

In conclusion, he reviewed some directives for guiding social education machineries in caring for this group of pupils.

A list is given of the institutions catering for the handicapped.

Guides

97. A.R.E., 'Ain Shams University, "Guide to Centers of Handicapped Children in Egypt", (Daleel Marakez Ri'ayat Al-Atfaal Al-Mu'awwaqeen fi Misr), Cairo, Childhood Research Center, 1979, 23 pages.

The Guide's preface contains a statement on its aims and the reasons calling for its compilation and publication.

Following a definition of the handicapped and a description of their different categories, the Guide listed the possibilities put at their disposal by the State, the care extended to each category and the centers and societies which assist the State in extending such care.

A list was given of the different bodies serving the handicapped healtwise, educationally and socially and the types of services rendered to each category by the centers and institutions affiliated to the Ministry of Education, the Ministry of Social Affairs and the Ministry of Health.

The Guide also contains full details on the bodies responsible for the handicapped, including names, addresses, cases admitted in each center and types of services offered.

HIGHER EDUCATION

Arabization

98. El-Sebaei, Labib, "Arabization of Education: A Step Forward or Backward? A University Issue", (Ta'reeb Al-Ta'leem Khutwah Lil-Amaam am Lil-Khalf? Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 516, (March 15, 1979), pp 50-51.

Following a review of the circumstances in which Egyptian universities were born and the limited material potentialities on which the large numbers of students were pressing hard, the writer interviewed the Vice-President of Assiut University on these circumstances and on the tendency on the part of a large number of university professors to translate, adapt or outline foreign books to meet the generated demand on the part of students.

Translation is rendered possible by the fact that Arabic is a language rich in vocabulary, synonyms and expressions, always drawing on the linguistic richness of the Holy Quraan, the writer added.

He went on to say that the movement of translation from foreign languages into Arabic has expanded, adding that with the teaching of sciences in Arabic in higher and university education, the language needs to be adapted to this new usage. He called for the organization of panels and the establishment of committee to work on coining scientific terms in all branches of sciences.

Concluding his article, he reviewed some of the objections raised in the face of Arabizing education in Egyptian universities.

HIGHER TECHNICAL EDUCATION

Reform

99. 'Aref, Mahmoud, "Reform Technical Institutes", (Aslihu Al-Ma'ahed Al-Fanniyyah), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8309, (January 31, 1979), p. 12.

This article deals with some of the problems impeding the development of commercial and industrial technical institutes including the disinterest in joining these institutes shown by students despite the high demand on technically-trained manpower in the labour market and in the State itself.

After discussing the role of the Coordination Office in distributing secondary school graduates on the various faculties, he dealt with the internal regulations governing technical institutes and emphasized the importance of location and environment in giving each institute an independent personality and in reflecting the serious nature of the studies offered.

A major problem faced by technical institutes is the practice of seconding their teachers to foreign institutes at the expense of students. As a solution for this problem, the writer proposed an adjusted salary scale that would lure teachers to stick to their respective institutes.

The writer, further, suggested the development of post-graduate studies for holders of technical diplomas, adding that special effort should be made to attract both students and teachers to enter technical institutes.

ILLITERACY

Sources of

100. El-Dali, 'Ali Mohamed, "Look for the Real Source of Illiteracy", (Ibhathu 'an Al-Mawtin Al-Haqiqi Lil-Ummiyyah), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9194, (March 1, 1979), p. 5.

After saying that the Egyptian Constitution calls for the eradication of illiteracy and after indicating the importance of putting a definitive end to this problem, the writer described the experiment of one-class schools, mentioning the date of their establishment by the Ministry of Education and enumerating the considerable benefits both to the State and to pupils from this type of schools.

In conclusion, the writer called for the creation of a special Ministry for eradicating illiteracy so that the State could efficiently wipe out this scourage within the specified time limit.

INTERNATIONAL CHILD'S YEAR

101. Hussein, Mansur, "Child's Year: Concept and Practice", ('Aamm Al-Tifl ... Mafhuman Wa-Tatbiqan), "Sahifat Al-Maktabah", (Library Magazine), 11th year, Issue No. 1, (January 1979), pp 5-11.

Following an introduction on childhood and its needs for food, clothing, housing, education and health and social care, the writer reviewed the major aims of socio-economic development in countries suffering from overpopulation, mentioning in particular education and higher productive efficiency of the individual and the society.

The writer then said that the high rate of births reflects adversely on the country's development and production potential.

Dealing with the International Child's Year, he enumerated the services which should be provided to each child, emphasizing the need to provide basic education free of charge to children and to assist them in improving their general knowledge and developing their abilities and sense of judgement. He also reviewed the major accomplishments in the field of child care realized in Egypt.

Ending his article, the writer pointed to some facts which need to be brought to general attention in the Child's Year.

102. Qotb, Youssef Salahuddin, "International Child's Year", (Al-'Aamm Al-Dawli Lil-Tifl), "Sahifat Al-Tarbiyah", (Education Magazine), (Cairo), 31st year, Issue No. 1, (January 1979), pp 3-7.

At the beginning of his article, the writer praised the United Nations for its commendable practice of featuring an important topic for each year in order to draw the attention of governments and experts to the specific subject chosen for the year.

Examples of this experience are the International Education Year, the International Woman's Year and the International Child's Year proclaimed in 1979.

The writer indicated that Egyptian education has tremendously benefitted from the International Education Year and from the different conferences held in the course of the year and attended by Egypt.

He went on to explain why 1979 was chosen as a Child's Year, saying that the U.N. wanted to underline the children's universal need to proper health, social, psychological and educational care. In this respect, he pointed to the role of different organizations and institutions in looking after handicapped children.

Dealing with the steps actually taken by the Egyptian Ministry of Education to provide all children with education upon reaching the compulsory age, the writer described the kind of education offered to children and the aims contemplated from such education. He also mentioned that gifted children, who constitute a national wealth, need special care and orientation to insure that the State would eventually benefit from their outstanding gifts.

In conclusion, the writer said that education officials and educators should make of the International Child's Year a point of departure for insuring that special care is continuously and ceaselessly extended to the Egyptian child in a spirit of dedication and devotion.

KINDERGARTEN

103. "Kindergartens", (Riyad Al-Atfaal), "Akhbar Al-Majales Al-Qawmiyyah Al-Mutakhassissah", (News of the Specialized National Councils), Issue No. 1, (January 1979), pp 4-8.

Following a definition of pre-school education, the writer emphasized the importance of this stage and indicated its place in the educational ladder.

Dealing with the stages of the child's growth, the writer described the characteristics and traits of a child between his birth and the age of three and between 3 and 6 years explaining the child's needs in both stages and the aims sought from sending children to a kindergarten between the age of 3 and 6.

After giving a historical account of pre-school education in Egypt and explaining the experiences acquired and developments undergone by Egypt in kindergartens eversince this system of education began in 1918 and through 1951, he explained why this type of education was abolished in 1953 from the educational ladder.

Concluding his article, the writer described the features and aims of kindergartens before this type of schooling was discontinued.

LAWS AND LEGISLATIONS

See: 9, 31, 93, 106, 113, 115, 116, 126, 127, 134, 153, 161.

MATHEMATICS

Teaching Methods

104. Kazem, Ma'soumah Mohamed, "Development of Mathematical Skills among Pupils in the General Educational Stage and the Necessary Educational Methods Involved", (Tanmiyat Al-Maharaat Al-Riyadiyyah 'inda Talameez Marhalat Al-Ta'leem Al-'Aamm Wal-Asaleeb Al-Tarbawiyyah Al-Lazimah Li-Zalek), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 45-64.

At the beginning of her article, the writer explained the meaning of basic skills in mathematics, indicated the need for developing them and described the manner in which training on such skills could be performed. She emphasized the need for comprehension and thinking in order to retain any mathematical skills acquired.

The writer then reviewed some of the rules and principles which teachers should observe while helping pupils develop their basic mathematical skills. In this connection she said that comprehension must precede any effort to develop skills and automatic drills should be avoided.

In the opinion of the writer, skills must be checked whenever need arises and new ideas should be used in order to implant such skills and link them to skills already acquired. She gave examples of how each skill may be developed, adding that teachers should know how to pose interesting problems before pupils arousing their imagination and helping them to acquire any skill. Pupils should be afforded opportunities of making creative discoveries themselves, the writer added.

In conclusion, she described the teacher's role in posing situations, generating interest and arousing enthusiasm in acquiring new skills and developing new ones through different educational methods.

MILITARY TRAINING

105. El-Mahdi, 'Abdul 'Aleem, "Military Education in Schools", (Al-Tarbiyah Al-'Askariyyah fil-Madares), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33672, (February 18, 1979), p. 7.

After indicating the importance of religious education and vocational training for the citizen and the Fatherland, the writer stressed, as well, the importance of military education saying it would help the people exercise discipline in their daily life.

He then said that military education is instrumental in bringing out well-trained generations who can exercise self control and assume responsibilities.

The writer explained the responsibility for spreading military education in all schools of general education, technical training and religious institutes, saying that this responsibility rests with the Democratic National Party and the Ministry of Education.

After indicating the aims contemplated from the curriculum of military education and pointing to the factors which insure a successful curriculum, the writer indicated the role of the teacher, the pupil and the military trainer in meeting the curriculum's requirements.

MINISTRY OF EDUCATION

Administrations

106. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 35 Dated December 13, 1979 in Connection with the Functions and Responsibilities Exercised by the Directorate-General for Foreign Cultural Relations", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 1 stencil page.

This Resolution comprises four articles.

Article 1 specifies the functions and role of the Directorate-General for Foreign Cultural Relations in matters dealing with cultural agreements, scholarships, training opportunities and exchange of experts and delegations.

The second article describes the manner in which the various Departments of the Ministry of Education could contact foreign governments and international and regional organizations and bodies.

Article 3 indicates the programmes and plans to be referred by other Departments of the Ministry of Education to the Directorate-General for Foreign Cultural Relations.

The fourth article fixes the date of implementation of this Resolution and describes the course of action for carrying it out.

MODERN MATHEMATICS

107. 'Abdul Wahhab, Mahmoud, "Abolition of Modern Mathematics Is a Step Behind", (Ilghaa Al-Riyadah Al-Hadithah Khutwah ila Al-Waraa), "Al-Gumhouriyah" newspaper, (Cairo), 26th year, Issue No. 9123, (January 19, 1979), p. 5.

Dealing with modern mathematics, the writer urged the Ministry of Education to teach this subject in all stages of education and to all pupils.

The writer admitted that some difficulties have been encountered in teaching modern mathematics in public schools, adding that the Ministry of Education should not hesitate to employ foreign specialized teachers who have been successful in teaching this subject in their own countries.

Concluding his article, the writer called for extending the academic year to ten months and adoption of the system of whole day rather than the present practice of half day.

108. Raslan, Ahmed, "Were We Hasty in Abolishing Modern Mathematics? An Educational Issue", (Hall Tasarra'na fi Ilghaa Al-Riyadiyyaat Al-Hadithah? Qadiyyah Tarbawiyyah), "Al-Musawwar" magazine, Issue No. 2837, (February 23, 1979), p. 27.

This press coverage deals with the experiment of teaching modern mathematics in some public schools which ended up in failure and resulted in a wide-spread phenomenon of private tutoring in modern mathematics, obtained at an exaggerated cost.

Interviewing a group of mathematic teachers, the writer learned that the experiment's failure is attributed to the introduction of modern mathematics without any prior training of teachers. Those interviewed described the differences between modern and traditional mathematics and emphasized that modern mathematics stimulate children's scientific approach.

The writer also interviewed the Ministry of Education's Mathematics Adviser who stated that a developed type of mathematics combining the characteristics of modern and traditional mathematics has been devised by experts and university professors for primary schools. Steps are being taken to develop a curricula for the preparatory and secondary stages. In the opinion of the Adviser, the adoption of the new curriculum in primary schools as of the academic year 1979/80 and the eventual adoption of the curricula in preparatory and secondary schools would put an end to the present duality in mathematics teaching and eliminate any need for private tutoring.

MORAL EDUCATION

Teacher's Responsibility

109. 'Abdullah, Mohamed Al-Mu'tassim, "Moral Education Is the Teacher's Responsibility", (Al-Tarbiyah Al-Akhlaqiyyah Masouliyyat Al-Mu'allim), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979), pp 36-37.

After explaining the aim of education and the concept of the educational process, the writer said that the teacher's behaviour in school and the

type of relations he maintains with pupils in the class have their influence on the moral values, promptness, discipline and respect to and exercise of freedom developed in pupils and inculcated in their souls.

He then enumerated the unhealthy behavioural phenomena characterizing individuals in the society, saying that such phenomena are attributable to the rapid changes undergone by the social, economic and political systems and the double standard of values preached by information media and observed at home and in the school, in addition to the absence of an educational philosophy advocated by the society and the failure to select teachers who are capable of checking such unhealthy phenomena.

In conclusion, the writer said that the Teachers' Charter of Honour emphasizes moral values and places a moral responsibility on teachers for bringing up good citizens.

NURSERIES

110. "Nurseries", (Dur Al-Hadanah), "Akhbar Al-Majales Al-Qawmiyyah Al-Mutakhassissah", (News of the Specialized National Councils), Issue No. 1, (January 1979), pp 8-11.

After defining nurseries and indicating their function in caring for children before the age of 3, the writer described their beginnings and the stages through which they have passed eversince the first private nursery was established in 1933. He described the role played by the early pioneers in opening and managing nurseries, being the Mixed Society for Children's Home, Maadi Child Society, the Egyptian Femenist Union and Oeuvre Mustafa Kamel. These private initiatives were followed by governmental steps as from 1943.

The writer then explained the function of nurseries following the abolition of kindergartens in 1953.

After quoting the legal provisions contained in the 1956 Constitution and the Labour Law enacted in 1959 which guaranteed the welfare of the working woman and her children, the writer said that the effect of these stipulations was to pass supervision of nurseries to the Ministry of Social Affairs.

With the issuance of Resolution No. 8 of 1970 by the Minister of Education, a division was established within the Ministry for overseeing nurseries and subjecting them to an educational plan. Consequent to this Resolution,

training courses were offered to the staff of nurseries to insure their proper educational qualification.

In conclusion, the writer referred to Resolution No. 301 of 1972 whereby the Minister of Social Affairs established a new system called "hosting Families" and elaborated on the aims and details of this system.

Guides

111. A.R.E., 'Ain Shams University, "Working Guide for the Nursery and Kindergarten", (Daleel Lil-'Amal fil-Hadanah Wa-Riyad Al-Atfaal), Cairo, Childhood Research Center, 1979, 39 pages.

In an introduction to this Guide, a distinction was drawn between nurseries and kindergartens as to functions and aims. A review is then made of the basic needs of nurseries and kindergartens to buildings, furniture, equipment, school records, cards and personnel, including supervisors and educators, with an indication of the job description of each and the training required to qualify them for their jobs.

The Guide also describes how these institutions work and indicates their daily and weekly programs of activity, laying emphasis on play and social activities in education.

Dealing with the relationships between these institutions and the family, the Guide underlined the role of parents councils, bulletins and circular letters. It emphasized the role of the family in educating the child and indicated that play is most vital in child's life.

Books suitable for use by supervisors and pupils were listed in the Guide, together with a bibliographical list of reference books.

Importance

112. El-Harras, Kamilia 'Abdul Ghani, "Nurseries and Their Impact on Child Adjustment", (Dur Al-Hadanah Wa-Atharuha 'ala Takayyuf Al-Atfaal), "Al-Rayed", magazine of teachers, 24th year, Issue No. 1, (March 1979), pp 28-29.

The writer began her article saying that the early years in the life of a child are of a great importance in that they leave lasting effects in the child's life and influence the development of his personality.

She went on to say that with the increasing employment of women and their inability to look after their children for many hours during the date, the responsibility was squarely put on the shoulders of the state and society.

Conscious of its new responsibility, the state ventured on a program of opening an increasing number of nurseries and issued the necessary legislation to regulate their work.

The writer then explained the impact of entrusting a child with a nursery on his mental and social growth, on his relations with colleagues and on his accomplishments when moving to the primary level of education.

In conclusion, the writer advanced a set of recommendations for opening more nurseries, setting clearcut aims for nursery schools, improving the training programmes devised for nursery mistresses, annexing nursery classes to primary schools, supplying illustrated books and educational aids for nursery children and launching media campaigns for spreading educational awareness among parents.

THE OPEN DAY

Teacher Training Colleges

113. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 20 Dated March 5, 1979 in Connection with the Adoption of the Open Day in Men and Women Teacher Training Colleges", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, 1979, 2 stencil pages.

Following a statement on the function of men and women teacher training colleges in training teachers, educators and pioneers and an indication of the impact of curricula and educational activities in such training, the Circular dealt with the system of open day as applied to teacher training colleges. It indicated how this system is put into practice and how the local environment is linked to colleges through the open day.

Dealing with the open day, the Circular explained the necessary preparations for it, both on the part of the college administration and on the part of students. The administration is required to constitute a committee of senior teachers chaired by the college's principal to organize the open day. Students of both sexes are expected to be made familiar with the open day philosophy and the visits involved in order to reap maximum

benefit of this experiment. Following the open day, students would be required to write down their own feelings and indicate the experiences gained on such day.

In conclusion, the Circular explained how the outcome of the open day experiment may be assessed and evaluated.

See also: 76.

PARENTS' EDUCATION

114. 'Abdul Fattah, Kamilia, "The Child is his Parents' Product; Parents, therefore, Should not be Overlooked", (Al-Tifl Sani'at Abawayh, fala Yajibu Nisyan Al-Walidain), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33650, (January 27, 1979), p. 7.

The writer began her article saying that it is important to pay attention to parents' education so long as they have their direct influence on child upbringing.

After enumerating the different problems caused by parents' negligence in providing their children with proper upbringing, the writer explained the meaning of parenthood and indicated its role in assisting children to develop the habit of independence. She explained as well the role of parenthood in developing good citizens.

She then indicated the extent to which the individual's family relationships reflect on his relations with the State, the school, the university and other institutions.

Likewise, she described the result of upbringing a child in a healthy family atmosphere on his eventual conduct as a good citizen.

Concluding her article, she described the method whereby parents could be trained on helping their children receive a healthy upbringing, saying that Egyptian heritage should be purified from all superstitions, parenthood should be taught as a regular school subject to both sexes in all stages of education and should be featured as a principal item on radio and TV programmes and, lastly, books should be published for the benefit of parents guiding them on the proper upbringing of children.

PERSONNEL

Evaluation

115. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 24 Dated January 24, 1979 in Connection with the Forms Prescribed for the System of Measuring the Performance Efficiency of the Personnel of the Ministry of Education and the Directorates of Education in Governorates", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 12 stencil pages.

This Resolution consists of 11 articles and a number of appendices.

Article 1 requires each department of the Ministry of Education and each school to keep records on employees' level of performance.

The second article prescribes certain forms, as indicated in the appendices, on which the data concerning performance efficiency are entered, including an indication of the frequency of the evaluation tests.

According to Article 3, employees occupying the first grade of the personnel ladder or those occupying lower grades, are required to have three rounds of performance assessment conducted in their respect. The Article describes the treatment to be given to employees whose level of performance is below par.

Article 4 specifies the particular months of the year in which reports prepared on each employee are submitted to local directors or department heads. It also indicates the manner in which the grades put by the direct supervisor may be adjusted upward or downward.

The fifth article describes the procedure for keeping all reports prepared in respect of each employee on active file. Article 6 establishes the right of each employee to have access to any particulars on his performance level recorded in such reports.

The seventh article makes reference to the appended list of direct supervisors and local directors who are authorized to handle performance assessment reports in respect of the different categories of employees.

Article 8 describes the procedure to be followed in assessing the performance of occupants of executive jobs.

The ninth article explains the steps to be taken in the event no applicable provision is made in this Resolution.

Article 10 lists the various bodies subject to the Resolution while the eleventh article fixes the Resolution's effective date and repeals any provision contrary thereto.

In the section of appendices, a list is given of the direct supervisors, local directors and department heads who are authorized to prepare performance reports on their employees.

A form is appended for filling in the necessary particulars on the performance efficiency of the different categories of employees.

Forms indicating the different elements to go in the annual report are also appended.

Loaning

116. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 12 Dated February 12, 1979 in Connection with Those Returning from Foreign Loaning Assignments and also from Leave without Pay", Cairo, Cabinet of the Deputy Minister of Education, Ministry of Education, 1979, 2 stencil pages.

This Circular is concerned with the rules and Ministerial Regulations governing calculation of teachers' seniority in the event their service is interrupted by a foreign loaning or a leave without pay.

It laid down the regulations for calculating whole or part of a leave without pay in the teacher's term of service prior to the leave.

PHYSICAL EDUCATION

Aims

117. Serri, Fadilah Hussein Youssef, "The Bodily Pattern and its Relation to the Different Sports Activities", (Al-Namat Al-Jismi Wa-'Ilaqatuhu Bil-Anshitah Al-Riyadiyyah Al-Mukhtalifah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 93-96.

Following a statement on the importance of determining the appropriate bodily pattern for the various athletic activities, the writer explained the object of her research, the presuppositions set forth by her, the

method used in developing the research and the sample selected giving an indication of the basis used for such selection.

Moving to her findings, the writer described the characteristics of athletic girls engaged in single and double sports activities and the bodily patterns of girls participating in gymnastics, swimming, tennis, ping-pong and group activities such as basketball, baseball and volley-ball.

On the basis of her findings, she devised some recommendations on the procedure for selecting beginners to engage in the different athletic activities for women.

118. Sudan, Salem 'Abdul Latif, "Associative Education and its Bearing on Pupils' Approach to Physical Education", (Al-Ta'leem Al-Murtabit Wa-Atharuhu 'ala Ittijahaat Al-Talameez nahw Al-Tarbiyah Al-Riyadiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 1, (January 1979), pp 107-114.

As an introduction to his research, the writer distinguished three types of learning in the programmes of physical education in the various educational stages, namely: direct learning which is connected with athletics skills, associated learning which is connected with the data and information relative to physical activities and accompanying learning which includes ideals, values and trends.

The writer then defined the aim of his research and to describe the sports activities covered in the research, the method adopted in developing the topic, the tools used in the course of the research and the sample selected for measuring trends.

Conclusions reached by the writer stress the important function of data collection in any sports activity under discussion and emphasize the need for consulting instructors on anything pertaining to teaching methods. He also indicated how the body's systems are affected by sports.

Some recommendations were put forward by the writer on the methods to be adopted in training instructors on how to teach physical education subjects and information.

Importance

119. El-Mistikawi, Naguib, "At the Outset of Childhood's Year, the First Step in Sports Begins with the Stage of Childhood", (Fi Mustahall 'Aamm Al-Tufulah, Awwal Khutwah fil-Riyadah Tabdaa Bi-Marhalat Al-Tufulah), "Al-Shabab Wa-'Ulum Al-Mustaqbal" magazine, 2nd year, Issue No. 7, (February 1979), pp 24-26.

After stressing the importance of paying great attention to sports during childhood, the writer indicated the percentages of figure deformities and physical fitness among Egyptian youth, the extent to which sports are exercised in Egypt in proportion to the total number of the population and the per capita expenditure by the State on students' physical education in primary and secondary education. In this connection, he indicated that budgetary allocations for physical education in Egypt are insignificant and gave the reasons therefor.

After quoting the relevant Articles in the Egyptian Constitution which underline physical education and youth care as being indispensible in the rebuilding of the Egyptian Man and Motherland, the writer cited the example of East Germany where extreme attention is being paid to physical education beginning with the nursery stage and continuing through university education. He showed how this policy has helped East Germany discover talents and promote scientific research.

PRIMARY SCHOOLS

Absorption

120. "Absorption in Primary Education", (Al-Isti'aab fil-Ta'leem Al-Ibtidaei), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979), pp 17-18 and 40.

After identifying absorption as meaning utilization of the full capacity of classrooms and schools, the writer outlined a survey on absorption undertaken by the National Council of Education, Scientific Research and Technology's Sub-committee on general education.

This survey indicated the rate of absorption as revealed by the 1977/78 statistics and showed the Governorates in which the rate was less than 65%, those in which the rate was less than 75% and those in which the rate was 100%. Statistics showed that the rate in villages was extremely low as compared to urban centers. The figures also revealed how the low percentage of absorption resulted in an increased number of illiterates.

In conclusion, the writer put down recommendations aimed at full absorption, dividing them into fields having bearing on planning, statistical accuracy, legislation, awareness, education, educational administration, school buildings and financing.

Other miscelaneous recommendations dealt with family planning, improvement of transportation in villages and creating closer connections between villages and remote localities.

Art Education - Evaluation

121. El-Shaal, Mahmoud El-Nabawi, "Evaluation of Art Education in the Primary Stage of Education", (Taqweem Al-Tarbiyah Al-Fanniyyah Bil-Marhalah Al-Ibtidaiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), Cairo, 31st year, Issue No. 1, (January 1979), pp 8-20.

The writer started off with a review of the child's characteristics, inclinations and personality traits, saying that knowledge of such factors is vital in any evaluation of the child's activity and work.

He described the energies possessed by the child, explaining his capability to produce and pointing to the tools used in such production.

Indicating the different methods used by the child in expressing his art faculty, the writer dealt with creativeness, instinctiveness and imagination, saying that the child resorts to these three abilities in order to materialize and shape his art work.

Moving to the teacher's duty, the writer said that any evaluation of child work should be made on the basis of the child's own point of view and logic. All results obtained by the child should be discussed with him and the relevant concepts should be explained to the child, he added.

Dealing with the role played by art education in developing the child's personality, the writer said that art helps children acquire a large number of skills and experiences which would be beneficial in all other school subjects.

In conclusion, he advised teachers of art to so develop their methods of evaluation as to insure the best results.

122. El-Shaal, Mahmoud El-Nabawi, "Evaluation of Art Education in the Primary Stage of Education", (Taqweem Al-Tarbiyah Al-Fanniyyah fil-Marhalah Al-Ibtidaiyyah), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979), pp 22-23.

At the beginning of his article, the writer said that any attempt at evaluating and judging children art work and activities should be preceded by a thorough study of the child's characteristics, inclinations and personality traits.

The writer went on to describe the basic features of childhood and the nature of art education, showing how the latter influences the child's psychology, imagination, taste and consciousness.

In judging child's art work, the child's own logic and view of art work should be as a yardstick for evaluation, the writer added.

In the opinion of the writer, every effort should be made to insure that school subjects are integrative and intercomplementary in order that the child's personality may develop all round.

He also called for orienting art education towards improving all practical methods utilized in other school subjects.

Concluding his article, he stressed the need for art teachers to read about child art and to visit art exhibitions displaying child work in order to become more sensitive in evaluating their pupils' work.

Curricula - Reading - Problems

123. Ahmed, Mohamed 'Abdul Kader, "Retardation in Reading: Most Serious Problem facing Pupils in the Primary Stage", (Al-Takalluf fil-Qiraah Akhtar Mushkilah Tuwajih Talameez Al-Marhalah Al-Ibtidaiyyah), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33629, (January 6, 1979), p. 7.

At the beginning of his article, the writer related the reasons for paying great attention to the retardation of primary school pupils in reading.

Enumerating the factors causing such retardation, he mentioned family, mental, emotional, health, bodily, school and accomplishment factors.

Other factors include the parents' preoccupation with their work, the lengthy school curricula and the distraction of TV programmes.

The writer said that pupils should be encouraged to develop an aptitude for reading and any factors hindering their progress should be checked. Psychological care should be extended to provide a cure for this retardness.

Concluding, he indicated that faculties of education, teacher training colleges, parents and educators are all responsible for examining this problem and devising proper solutions therefor.

The Teaching of Science

124. 'Emarah, Buthainah, "Futurist Glance at the Education of the Egyptian Child", (Nazrah Mustaqbaliyyah Li-Ta'leem Al-Tifl Al-Misri), "Al-Rayed" Teachers' Magazine, 24th year, Issue No. 1, (March 1979), pp 31-32.

At the beginning of her article, the writer indicated the importance of developing children bodily, mentally and emotionally, saying that such development would reflect on the country's production and services in the future.

The writer then said that teachers should get themselves familiar with the theories of child psychology, showing how this would change the outlook to the nature of the child and to the characteristics of childhood.

After explaining the most favourable conditions for proper education, she reviewed the outcome of surveys undertaken on children and their ability to learn theoretic scientific concepts in the primary stage. She explained the bases for learning these concepts as revealed by surveys.

Dealing with the inadequacies of the present curricula, the writer said they should be re-built on sound scientific bases.

Concluding her article, she outlined the justifications for teaching basic scientific concepts to children in the primary stage, saying this would help them understand many natural phenomena, perceive the inter-relationship between the various branches of sciences and guard against any thinking based on superstition.

PRIVATE EDUCATION

Duties

125. 'Aref, Mahmoud, "Private Schools Are Responsible for Providing Laboratories and Educational Aids", (Al-Madares Al-Khassah Masoulah 'an Tawfeer Al-Ma'amel Wal-Wasail Al-Ta'leemiyyah), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8304, (January 25, 1979), p. 9.

This article deals with the new system established for private schools and approved lately by the Ministry of Education, Scientific Research and Culture.

After explaining that private schools charging tuition fees are held responsible for providing the necessary laboratories and educational aids in proportion to the number of pupils in each school, the writer described the new regulations regarding financial obligations set forth in the new system, whereby owners of private schools are required to deposit an amount of money in one of the banks as a guarantee for the proper conduct of school work.

In this connection, he cited the example of one school which, failing to observe the proper financial procedures, encountered some difficulties which were eventually ironed out in an expedient manner.

The writer dealt as well with the financial privileges enjoyed by school personnel, indicating the maximum raises granted in pay, the age of retirement, the indemnities payable to them and similar advantages.

In conclusion, he explained the regulations governing examination fees and mentioned the types of assistance rendered to private schools by the respective Educational Directorates.

Intensive Lesson Classes

126. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 23 Dated January 24, 1979 in Connection with Opening Private Intensive Lesson Classes", Cairo, Cabinet of the Minister, Minister of Education, 1979, 4 stencil pages.

This Resolution consists of 15 Articles.

Article 1 provides for the opening of intensive lesson classes pursuant to the provisions, rules and conditions set forth in Law No. 16 of 1969 governing Private Education.

The second article prescribes the steps involved in the opening of intensive lesson classes.

Article 3 specifies the categories of pupils to be admitted in these classes, the curricula of which are set forth in Article 4.

The fifth article is concerned with the number of pupils admitted in each class.

The system of examination and promotion followed in these classes is elaborated in Article 6.

Articles 7, 8 and 9 are concerned with the revenue and expenses of these classes and the manner in which any surplus would be dispensed with.

The tenth article indicates the fees payable by pupils joining these classes, apart from tuition fees.

Article 11 explains the pupils' status as to military conscription.

Books and records to be kept in respect of these classes are listed in Articles 12 and 13 which describe the manner in which such records are examined by the competent Educational Director which exercises technical, financial and administrative control and guidance over such classes.

The fourteenth article is concerned with the internal regulations of such classes, while the fifteenth article sets forth the date on which such classes are to be opened.

Regulations

127. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 25 Dated January 24, 1979 Amending Certain Provisions of Ministerial Resolution No. 41 of 1970 Issuing the Implementing Regulation of the Law of Private Education No. 16 of 1969", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 8 stencil pages.

This Resolution consists of 14 articles.

Article 1 lays down the conditions to be fulfilled in any equipment provided in a private school.

The second article deals with the health care to be extended to pupils in these schools as well as the duties of the School Health Doctor regarding these schools.

In Articl 3, the conditions to be fulfilled in the proprietor of a private school are listed, while the obligations falling on the school proprietor are mentioned in the fourth article.

Article 5 deals with the manner in which a Consultative Committee is to be formed in each private school to undertake its administration and meet its obligations.

The sixth article explains the role of the competent Educational Directorates in charging tuition fees, expenses and subscriptions established by these schools. It also prescribes the procedure to be followed in increasing or reducing such school fees.

Articles 7, 8 and 9 set forth the conditions for granting subsidies to these schools. It explains the amount of subsidy and the indemnity allowance paid to proprietors of private schools for each class in the primary stage of education.

The tenth article specifies the duties of the Educational Directorates in the event a school proprietor refuses or delays provision of school requirements, such as equipment, aids, furniture and any other articles insuring the proper conduct of the educational process.

Article 11 specifies the examination fee to be collected from each pupil in the primary, preparatory and secondary stages if such examinations are supervised by Governmental schools.

The twelfth article requires the school master, deputy headmaster, secretary, procurement superintendent and warehouse officer to be full timers devoting all their time and energy to the school.

Article 13 deals with the treatment extended to teachers reaching the maximum age in the course of the school year.

The fourteenth and last article provides for the publication of the Resolution in the Official Gazettes and fixes its implementation date.

PRIVATE TUTORING

128. Tadros, Halim Farid, "Private Tutoring is a Legitimate Son of the Egyptian System of Education", (Al-Durus Al-Khusisiyyah Ibn Shar'i Li-Nizam Al-Ta'leem Al-Misri), "Al-Ahram" newspaper, 105th year, Issue No. 33645, (January 22, 1979), p. 7.

After stating that parents are assuming heavy financial burdens as a result of the widespread phenomenon of private tutoring, the writer said that the Egyptian system of education and the system of admission in universities are to blame for this phenomenon.

Other factors adding to the aggravation of the private tutoring problem include the following factors cited by the writer: the verbal nature of teaching curriculum subjects, the system of examinations which judges pupils on the basis of memorization, the scanty salaries paid to teachers and the lenience of headmasters and inspectors in forbidding teachers to engage in private tutoring.

The writer then explained the justifications for offering free public education in Egypt, saying that this policy has been detrimental to the system of education.

Dealing with the principle of equal opportunities, he said that this principle has been rendered ineffective by private tutoring, the varying levels of education in villages and urban centers and the exemptions granted to sons of teachers and university professors as well as other categories in applying for admission in the different stages of education.

129. El-Banna, Rageb, "Private Tutoring: Has it Become Like Destiny from which there Is no Escape?", (Hall Asbahat Al-Durus Al-Khususiyyah Kal-Qadar .... La Mahraba minhu Wa-la Mafarr?), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33647, (January 24, 1979), p. 3.

After describing the proportions assumed by the widespread phenomenon of private tutoring despite its prohibition under the law and Ministerial Resolutions, the writer reviewed the outcome of the public opinion polls conducted by the National Social and Criminal Research Council on this phenomenon before the July 23, 1952 Revolution and after, pointing to its widespread nature in rural and urban centers during the post-Revolution period.

Interviewed by the writer, an expert in the Center attributed this phenomenon to the desire of parents to secure for their children high scores, the overcrowdedness of classrooms and the transfer of qualified teachers to supervisory jobs.

Concluding his article, the writer said that private tutoring in Cairo is widespread among students in the general secondary stage. In rural areas, it is widespread in the primary stage. He also indicated the subject on which demand for private tutoring is highest and those where the demand is lowest.

130. Abu S'idah, Fawzi El-Sayyed, "Private Tutoring Once More", (Al-Durus Al-Khususiyyah Marrah Ukhra), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33665, (February 11, 1979), p. 7.

Following an outline of the various views expressed on private tutoring, the writer indicated the factors which are bound to aggravate this problem.

He then explained how private tutoring is effected by examinations which determine admission in the various stages of education, by density of classrooms, shortage in teaching bodies, variety of academic qualifications held by teachers and lack of specialization of some teachers and automatic promotion of pupils in the primary stage.

In conclusion, the writer said that the Ministry of Education is responsible for wiping out the phenomenon of private tutoring or, at least, issuing the necessary legislations for regulating it with due regard to the circumstances of parents and pupils.

Problems

131. El-Ameen, Hassan, "The Ten Commandments for Wiping out the Plague of Private Tutoring", (Al-Wasaya Al-'Ashr fil-Qadaa 'ala Wabaa Al-Durus Al-Khususiyyah), "Al-Ahram" newspaper, 105th year, Issue No. 33636, (January 13, 1979), p. 13.

Following a review of the impact of private tutoring on the policy of free education, the principle of equal opportunities and family budget, the writer explained his ten commandments for wiping out this problem.

These commandments are: expanding admission in faculties of education, checking the number of teachers loaned to schools in Arab and African countries, discontinuing the practice of adding classwork to final examination grades, holding examinations monthly then promptly communicating their results to parents, preparing a card for each level of accomplishment, encouraging distinguished pupils and placing ineligible pupils in intensive study classes, boosting the effectiveness of supervision and inspection, punishing negligent teachers, linking salary to examination results and improving the text book for developing the pupil's cultural awareness.

Concluding his article, the writer said that doing justice to teachers and treating them on equal footing with other categories would be instrumental in putting an end to this problem.

132. El-Deqn, Mahmoud Loutfi, "Hands off Teachers", (Irfa'u Aydeekum 'an Al-Mu'allim), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33679, (February 25, 1979), p. 5.

After reviewing the arguments in favour of imposing taxes on the teacher's income from private tutoring, the writer urged the State to recognize the legitimacy of private tutoring in view of its advantageous results on the pupil and the teacher.

He then described the problems involved in any attempt at imposing taxes on private tutoring, showing how this would reflect adversely on the teacher, the university professor, the pupil and parents and enumerating the difficulties encountered in making an inventory of private tutoring. He cautioned that the present procedure utilized in preparing such inventory would only result in creating an ill-feeling.

The writer also explained the difficult role played by the teacher in serving his country and the strenuous efforts exerted by him in his work, adding that the problems from which the educational system is suffering reflect badly on the teacher's efforts.

Concluding his article, the writer stressed the need for preserving the dignity of the teacher and the sanctity of knowledge.

RESEARCH CENTERS

133. El-Shahhat, 'Omar Ahmed, "Invitation for Thinking Twice before Separating Research Bodies from Universities", (Da'wah ila Al-Tafkeer Marratain qabl Al-Fasl bayn Al-Hayaat Al-Bahthiyyah Wal-Jami'aat), "Al-Ahram" newspaper, 105th year, Issue No. 23626, (January 3, 1979), p. 13.

After describing the services rendered by the National Research Council in all aspects of life in Egypt, the writer said that, traditionally, research bodies have been linked to universities. This has been true since 1957 and until the Law of Universities was enacted in 1972 carrying No. 49.

Commenting on the attempts by some university professors for disassociating research bodies from universities, the writer, the writer said that under no circumstances should research centers be seggregated from universities. It is in the State's loftiest interests to maintain this link intact.

Concluding his article, he drew a comparison between the services rendered by universities and the National Research Center in developing Egyptian

life and in carrying out field surveys and practical studies with the aim of rehabilitating Sinai.

SCHOLARSHIP FURLOUGH

134. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 22 Dated March 22, 1979 in Connection with the Procedure for Granting or Extending Scholarship Furloughs", Cairo, Directorate-General for Foreign Cultural Relations, Ministry of Education, 1979, 4 stencil pages.

This Circular deals with the leaves granted to scholars for leaving on furlough for post-graduate studies.

The introduction of the Circular urges strict compliance with the rules and directives contained in it, whether in granting leaves of absence or in extending such leaves for post-graduate purposes.

After explaining the functions of the Ministry of Education's Committee on Scholarship Furloughs, the Circular mentioned to conditions for applying for a leave of absence for post-graduate studies. It set forth the procedure to be followed by the respective Educational Directorates before the applications are referred to the Ministry proper.

The Circular, further, set forth the conditions for granting or extending a leave without pay to candidates not fulfilling the requirements for a scholarship.

In conclusion, it explained the conditions for granting scholarships either for studying abroad or locally, indicating the role of the respective Educational Directorates in this regard.

SCHOLARSHIPS

Problems

135. El-Sebaei, Labib, "A University Issue: Problems of Scholars Following their Seventh Conference", (Qadiyyah Jami'iyyah: Mashakil Al-Mab'outheen ba'da Muatamarihim Al-Sabi'), "Al-Ahram Al-Iqtisadi" magazine, (Cairo), Issue No. 562, (January 15, 1979), pp 44-45.

This article deals with Egyptian scholars working on post-graduate studies abroad who held an open discussion on their problems with Egyptian officials during their annual conference held in Cairo.

The writer reviewed the complaints voiced in the previous year and indicated the manner in which moral and material benefits as well as incentives were decreed in a new Financial Regulation, solving many of the problems from which scholars were complaining.

He, further, mentioned that children of Egyptian members of the diplomatic corps or consular bodies serving their country abroad, are subjected to the Governments financial supervision if enrolled in universities for under graduate or post graduate work.

The writer also dealt with the stipends paid to regular Governmental scholars or to scholars on a leave without pay. Any one completing his academic work ahead of the prescribed date receives a compensating remuneration.

One further problem is that of a wife accompanying a scholar. The writer explained the solutions devised for this problem, including the placement of the wife under the Government's academic supervision if enrolled in academic work and the payment of a stipend to her.

SCHOOL LIBRARIES

136. 'Afifi, Sha'ban 'Abdul 'Aziz, "Children's Library in Each School", (Maktabah Lil-Tifl fi Kull Madrasah), "Al-Akhbar" newspaper, 27th year, Issue No. 8329, (February 12, 1979), p. 3.

Following a review of some elementary principles of psychology and education regarding free reading and the importance of inculcating such habit in children from an early age, the writer said that school libraries are a must in every primary school. Pupils who learn how to consult the school library in the primary level will later on consult the university library when they grow up and continue to read even when they graduate.

In a comparison drawn by the writer between the reading habits of the present generation and the old one, he concluded that while the old generation spent much time on thorough reading, the present generation is inclined to satisfy itself with the shallow material offered by information media.

The writer stressed that the school has a duty in all stages of education to encourage pupils to read, do research work and depend on himself in looking up material. Each class should have its own library for the benefit of all pupils in the specific class.

Concluding his article, the writer pointed to the role of parents in providing a nucleus library at home, the role of the community in establishing a public library in each quarter and the role of the cultural authorities in encouraging reading.

SCHOOL RESPONSIBILITIES

137. Mansour, Kamel, "The School of Challenge", (Madrasat Al-Tahaddi), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 14, (March 1979), p. 30.

After explaining the requirements in the era of peace and the impact of the accompanying stability on the building of the Egyptian man, the writer expounded the role of teachers in elevating the standards of morals, conducts and habits among students, reflecting on the Egyptian society.

He went on to say that the aims of the Egyptian school should undergo thorough re-consideration with a view to changing curricula and school programmes and emphasizing civics.

Concluding his article, the writer explained the school's responsibilities in the era of peace, which include the extension of care to pupils in fields of morals, civics and conduct and the inculcation of a feeling of responsibility among the new generation.

Other responsibilities include the eradication of illiteracy and the checking of dropouts.

SCIENTIFIC RESEARCH

138. Mabruk, 'Abbas, "Scientific Research", (Al-Bahth Al-'Ilmi), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33660, (February 6, 1979), p. 3.

Interviewed by the writer, the Minister of Education and Scientific Research explained the aims of scientific research and its role in training scientific researchers and conducting basic and field research.

The Minister then explained the efforts exerted by the National Research Council in tackling industrial production problems and devising practical solutions for them.

Talking on the Academy of Scientific Research, the Minister stressed the importance of establishing methods of cooperation between the various Ministries and State agencies and the Academy.

The Minister turned to scientific researchers, described the stages through which their training passes and the difficulties faced by them in their respective studies. He devised some solutions for these difficulties.

In conclusion, the Minister underlined the importance of preparing the necessary studies for solving the people's problems apart from the principal functions of research centers in undertaking serious scientific research.

Development

139. El-Rayyes, Mustafa, "Scientific Research as it Should Be", (Al-Bahth Al-'Ilmi kama Yajib an Yakun), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33634, (January 11, 1979), p. 13.

After reviewing the contents of an earlier article by him in which he said that scientists and researchers in America and Canada operate on the basis of contracts concluded with private corporations and establishments, the writer indicated that this practice would be a failure in Egypt.

The writer then said that the State, represented in the Academy of Scientific Research and National Councils, should establish central research laboratories which would help in developing an Egyptian technology and in treating the social ills from which the country is suffering. These ills were enumerated by the writer in the order of their importance.

In conclusion he emphasized that researchers should be granted their material and moral demands, showing how this would help in promoting scientific research in Egypt.

Problems

140. 'Issawi, Mahmoud El-Bahi, "Employment of Scientists in Egypt Is a Danger to Scientific Research", (Tawzeef Al-'Ulamaa fi Misr Khatarun Yuhaddidu Al-Bahth Al-'Ilmi), "Al-Ahram" newspaper, (Cairo), 105th year, Issue No. 33678, (February 24, 1979), p. 7.

The writer began his article saying that the progress of a nation is dependent on scientific research. This has made many European countries, Canada and the U.S.A. welcome foreign scientists immigrating to them and offering them most favourable conditions for devoting all their energies to scientific research. The writer gave some statistics to show the proportion of foreign scientists to indigenous ones in Europe, Canada and the States.

Turning to Egypt, he pointed to the problems encountered by scientists in their attempt to conduct scientific research. These problems are: scientists account for a very small proportion in scientific research agencies where administrative employees are predominant, salaries received by scientists are low, agencies engaged in scientific research have overlapping functions and the organizational structure of research centers is defective. All these problems reflect both on research work and on the scientist himself who develops a feeling of instability in his job, the writer added.

Concluding his article, he said that the Academy of Scientific Research assumes a major responsibility in ovefcoming all the foregoing problems, jealously guarding scientists from being lured away and creating a link between research and industrial production.

SECONDARY EDUCATION

Development

141. "Experiments of the Secondary Stage of Education", (Tajarub Al-Marhalah Al-Thanawiyyah), "Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (News of the Specialized National Councils), Issue No. 1, (January 1979), pp 25-37.

This article is concerned with the experiments conducted in the field of secondary education.

The first such experiment was to transform feminine education in Egypt into practical education and to establish curricula in El-Seyoufiyyah Primary School, considered the first school for girls in Egypt (established in 1873) and in El-Helmiyyah Secondary School for Girls established in 1920.

The writer, further, described the trend which appeared since 1926 whereby secondary academic education was injected with subjects of a practical nature outside the requirements of school curricula.

The article then described the effect of the Law of Secondary Education of 1949 whereby school subjects were grouped according to proximity, one such group dealing with technical subjects.

The writer went on to describe the experiment of giving the practical character to education following the 1952 Revolution, saying that practical hobbies were developed into a school subject and were later called practical studies.

A review was made of the experiment whereby pupils were availed of opportunities to choose between different schools (i.e. general, technical and specific), each type subdivided into branches. School subjects, in turn, were divided into branches.

After describing the experiment of subjecting secondary education to the supervision of university education, the writer dealt with further experiments, such as: the establishment of a practical secondary school in 1960, the introduction of 5-year technical secondary schools, the unification of general cultural subjects in technical and general schools and the experiment of mixed education.

In conclusion, the writer explained the reasons for the success or failure of these experiments.

142. A.R.E., Ministry of Education, "General Annual Report for 1978/79", (Al-Taqreer Al-Sanawi Al-'Aamm 1978/79), Cairo, Directorate General for Secondary Education, 1979, 86 pages.

This report is concerned with all aspects of secondary education in 1978/79 and contains comprehensive data compiled from different sources on this stage of education.

After explaining the work procedure in the Directorate General for Secondary Education, the report indicated the volume of education in this stage as demonstrated by the statistical tables given on the number of pupils in 1977/78 and 1978/79.

Subjects covered by this report include: conditions of admission and how to develop them in conformity with the established policy of education, the methods for evaluating pupils, curricula, text books and technical guidance.

The report reviewed some studies undertaken on the General Secondary Certificate examinations and whether to proceed with the present centralized system or switch to decentralization.

Other problems covered in the report are private tutoring and how to do away with it, the system of branches in secondary education and how to develop it and the outcome of the open day experiment.

SPECIAL EDUCATION

Compulsion

143. Radwan, Mohamed Mahmoud, "Our Children Who Are Deprived of Education", (Atfaaluna Al-Mahrumoun min Al-Ta'leem), "Al-Rayed", Teachers' Magazine, 24th year, Issue No. 1, (March 1979), pp 4-5.

At the beginning of his article, the writer summarized the views he had expressed twenty five years ago in a public lecture on the difficulties anticipated to be encountered in generalizing compulsory education during the ten-year period beginning 1954/55. He went on to indicate the present number of pupils under compulsory age, the number of pupils actually absorbed in schools, the number of schools and classes catering for special education and the percentage of their pupils to the total number of the handicapped and the ratio between the number of pupils in nurseries and kindergarten and the total number of children.

The writer then explained the difference between education and upbringing, saying that Egyptian schools emphasize the former rather than the latter.

With the advent of peace (following the Camp David Accords), all pupils under compulsory age would have a chance of going to school and Egyptian educational authorities would be emphasizing the proper upbringing of pupils.

In the opinion of the writer education in Egypt would be undergoing radical changes with the transformation of the first stage of education into the system of basic education. In preparation of this eventuality, teachers should receive thorough training and professional qualification, he added. The writer then gave an idea of the bases and requirements for basic education.

TEACHER TRAINING

144. Youssef, Youssef Khalil, "A Study of Teacher Training Trends in the Republic of Egypt", (Dirasah hawl Ittijahaat I'daad Al-Mu'allimeen fi Jumhuriyyat Misr), Cairo, National Center for Educational Research, 1979, 14 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

Following an introduction on the teacher's importance in the educational process and the role a teacher plays in our changing era, the writer reviewed the aspects of change in Egyptian life, pointing to the teacher's responsibility in this respect.

He then said that professional development and qualification are absolutely vital for all teachers, adding that the responsibility for this task lies with the Ministry of Education and the Association of Teaching Professions.

The writer also explained the ideal method for training teachers of the first stage of education, mentioning the duration of such training and the curricula taught, adding that any defect in such training would reflect on any post-graduate work later undertaken in universities.

He dealt with the training of nursery and kindergarten teachers as well as the training methods used with teachers of more advanced stages (preparatory and secondary stages). In this connection, he described two kinds of training: a successive training and an integrative.

The writer went on to review some problems encountered in teacher training, such as the low enrollment in teacher training colleges and the early specialization in vocational schools.

Concluding his paper, the writer emphasized the need for a continuous process of on-job training as part of the philosophy of continuous education.

145. Qotb, Youssef Salahuddin, "View on the Development of Teacher Training", (Nazrah fi Tatweer I'daad Al-Mu'allim), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st year, Issue No. 2, (March 1979), pp 3-7.

At the beginning of his article, the writer described the teacher's role both in school and society and indicated how his role is affected by social change. He emphasized that teacher training programmes and methods should be revised from time to time with the aim of insuring their continuous development.

In this connection, the writer reviewed the studies conducted on the development of teacher training, adding that this is the first step towards reforming the educational system in Egypt.

He then dealt with the basic characteristics of the teaching profession, the prerequisites in teacher training and the educational standards

teachers are expected to meet. He also dealt with the comprehensive view to the teacher, showing how this reflects on his specific field of specialization and the standards required in such specialization. Here, the writer stressed the need for uniform institutes of teacher training, possessing the same facilities and utilizing the same methods in order that teachers may have equal training opportunities. He indicated how this could be realized.

Dealing with the training of primary school teachers, the writer said that the role played by these teachers is in no way inferior to that of secondary school teachers.

Moving to vocational education, the writer explained the scientific bases which underlie such education, adding that irrespective of his field of specialization, the teacher should receive training on such sciences in order that he could perform his duty both at school and in life.

Concluding his article, he emphasized the need for thorough training in all fields of specialization, showing how teachers benefit from such profound training.

146. El-Sebaei, Iglal, "A Study on Teacher Training and Qualification in Egypt and some Countries of the World", (Dirasah hawl I'daad Al-Mu'allim Wa-Tadreebihi fi Misr Wa-Ba'd Duwal Al-'Aalam), by Iglal El-Sebaei and Fathiyyah El-Bigawi, Cairo, Educational Documentation and Information Center, National Council for Educational Research, 1979, 62 pages.

Following an introduction on the significance of teacher training and qualification and an indication of the aims sought from such process, the authors divided their book into four chapters.

In Chapter 1, they dealt with the training of teachers assigned to the three stages of education. They reviewed the different governmental machineries responsible for training such as the Directorate-General of Training in the Ministry of Education, the School Subject Advisers, the different Departments of Education and subsidiary organizations. They also reviewed the programmes for qualification of teachers and the orientation programmes designed for teachers loaned to Arab, African and Asian countries.

Chapter 2 cites examples of training practices in foreign countries such as East Germany, Poland, the U.S.S.R., the U.K. and the U.S.A.

The third chapter contains a statistical analysis of the levels of teacher qualification in the different stages of education in Egypt.

Chapter 4 contains the authors' suggestions on the training of teachers for the three stages as well as suggestions of a general nature.

Arab Republic of Egypt

147. Mutawi', Ibrahim 'Esmat, "Educational Strategies in the Training of the Arab Teacher", (Istratijiyyat Al-Tarbiyah fi I'daad Al-Mu'allim Al-'Arabi), Cairo, Faculty of Education, Tanta University, 1979, 24 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

After introducing the general cultural framework of the Egyptian society and indicating where education comes into the picture, the writer explained the systems followed in Egypt for the training and preparation of teachers, including child upbringing specialists who teach in nurseries, primary school teachers, preparatory and secondary school teachers, technical education teachers (i.e. industrial, agricultural and commercial), teachers of art, music and physical education and home economic teachers. The writer did not overlook the training of teachers and specialists assigned to special schools (i.e. for gifted pupils as well as for the handicapped).

Other subjects covered by the educational strategy proposed by the writer are post-graduate studies, educational research and required possibilities. He stressed that any research undertaken should have a bearing on the society's needs.

Concluding his paper, the writer advanced recommendations and suggestions on the training of teachers for general education, the procedure for on-job training and the coordination between the faculties of education and teacher training colleges. He also proposed a Pact of Honour which binds teachers in the Arab Fatherland.

Preparatory and Secondary Schools

148. Dusuki, Kamal, "Report on the Status of Teacher Training Programmes and Methods Devised for the Intermediate and Secondary Levels", (Taqreer 'an Waqi' I'daad Al-Mu'allim Wa-Bramij Wa-Asaleeb I'dadihi Lil-Mustawayyan Al-Mutawassit Wal-Thanawi), Cairo, Faculty of Education, Zagazig University, 1979, 10 stencil pages.

- Report submitted to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

At the beginning of his report, the writer described the system of teacher training followed in the Arab Republic of Egypt. He then described two systems of training, namely the successive and the integrative, showing the advantages and dangers of each.

The writer, further, dealt with the specialized training of teachers which takes place in the faculties of science and arts and in the Higher Institute for Teachers.

After describing the modern methods of teacher training, the writer indicated how the problem of providing educational teaching bodies for the various faculties could be overcome. As a solution for the persistent shortage in teachers, the writer proposed immediate expansion in scholarships offered by local universities.

149. El-Sebaei, Iglal, "Study on the Qualification of the Teacher of the Second Stage of Education in Egypt", (Dirasah hawl I'daad Mu'allim Al-Marhalah Al-Thaniyah fi Misr), by Iglal El-Sebaei et al., Cairo, Educational Documentation and Information Center, National Center for Educational Research, 1979, 59 pages + appendices.

As stated in its introduction, this study is aimed at giving a realistic picture of the methods utilized in qualifying teachers of the second stage of education in Egypt (i.e. preparatory and secondary) and showing how these methods have developed. The ultimate aim of the study is to select the most appropriate method for training the teachers of such stage in the future.

The study is divided into four chapters.

Chapter 1 deals with the historical development of teacher training, the institutions charged with such task and the prevalent trends in training in each stage of development.

In Chapter 2, the authors reviewed the recommendations adopted by Conferences and the earlier studies conducted on the same subject.

The third chapter is concerned with an evaluation of the present status of teacher training in Egypt as carried out by the existing institutions and training machineries.

The fourth and last chapter reviews a futurist picture portraying a modernized system of training and indicates the manner in which Egypt would move from the present system of training to the envisaged futurist system.

The study contains a number of statistical appendices showing the teachers engaged in preparatory and secondary education divided according to qualifications and fields of specialization during the school year 1978.

Appended to the study is a bibliographical list on reference material available of training and on the legislations, laws and studies dealing with teacher training.

TEACHERS

Development

150. Haggag, 'Abdul Fattah Ahmed, "Development of Teachers' Efficiencies in a Changing Society", Cairo, Faculty of Education, Alexandria University, 1979, 27 pages.

After reviewing the facts of the Egyptian society and pointing to the challenges faced by it by the changes in our age, the writer emphasized that all problems faced by the society should be faced by the proper scientific method.

The writer went on to say that the quantitative and qualitative aspects of education must be reconciled, adding that Egypt's future image depends on the role played by the teacher through the educational system. By acquiring and communicating knowledge, the teacher shapes the future of Egypt and develop the personality of Egyptian citizens, the writer added.

Concluding his booklet, the author described the teacher's role as a leader in the society and described the present practices in training and qualifying teachers, saying that some new vision is needed in order that the teacher may be further developed and his efficiency may be boosted.

Duties

151. Kazem, Ma'soumah, "Ethical Code of the Teaching Profession", (Al-Dustur Al-Akhlaqi Li-Mihnat Al-Ta'leem), by Ma'soumah Kazem and Nazli Saleh Ahmed, Cairo, Faculty of Girls, 'Ain Shams University, 1979, 15 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

This paper deals with the teacher, his responsibilities towards his profession and his duties and obligations towards his pupils, fellow teachers, supervisors, parents and the society and community in which he lives, as well as his duty towards himself.

Likewise, the paper shows the society's duties towards a teacher and explains that the teacher's whole approach to his profession has changed, attributing to it aweness and sanctity. The state's role in improving the teacher's social status is described.

The paper also deals with the basic concept and aims of the teaching profession's ethical code as observed in Egypt. It indicates the types of teachers selected and the manner in which they are trained so as to perform their duty as perfectly as possible. A full description of the characteristics required in teachers is given in the paper.

152. El-Sebaei, Mahmoud, "Tomorrow's Teacher and His Role in the Overall Development Programmes", (Mu'allim Al-Ghadd Wa-Dawruhu fil-Tanmiyah Al-Shamilah), Cairo, Faculty of Girls, 'Ain Shams University, 1979, 21 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

Following an explanation of the concept of socio-economic development and an indication of its proportions and the role which tomorrow's teacher is expected to play, the writer of this paper drew a picture of tomorrow's teacher as envisaged within the general context of the policy of educational expansion.

Future educational policy, the writer added, embodies the adoption of the principle of equal opportunities and maintenance of an equilibrium between the number of pupils increasingly entering schools and the corresponding increase in the number of teachers, with due emphasis on technical education required by the country's economic development.

The writer stressed the need for utilizing modern technology in education. He attempted to draw a picture of the teacher as he faces the rapid changes in his age, saying that the educational authorities shoulder the heavy responsibility of insuring that the teacher is properly and continuously trained so that he could face the changing national, cultural and social aims.

153. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 4 Dated January 15, 1979 in Connection with Local Scholarships for Following Specialized Studies on the Teaching and Education of the Blind and those with Feeble Vision at the Model Center for Blind Care and Orientation in Zeitoun during the School Year 1979/80", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Educati n, 1979, 5 stencil pages.

By this Circular, local scholarships for specialized studies on teaching the blind are announced. Candidates completing these studies would be appointed in the special schools for the blind and for the preservation of sight in Egypt.

The Circular sets the conditions for applying for these local scholarships, states the fields of specialization available, indicates the role of Educational Directorates in selecting eligible candidates, mentions the prerequisites in interested candidates, determines the financial treatment extended to scholars, mentions the conditions laid down for the final examinations at the end of the study, explains the method for evaluating scholars and sets forth the procedure for transferring successful candidates to work in the schools of the blind.

To the Circular are appended copy of the pertinent application form and copy of an undertaking to be signed by selected candidates.

154. A.R.E., "Circular No. 8 Dated February 1, 1979 Announcing a Local Scholarship for Training Primary School Teachers on Special Education during the School Year 1979/80", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, 1979, 5 stencil pages.

The introduction to this Circular emphasizes the significance of this scholarship which would provide teachers with training opportunities on teaching gifted and handicapped pupils in the primary stage in special education schools and classes.

Following an indication of the steps to be taken by the different Educational Directorates to insure that the most eligible candidates are selected, the Circular set forth the prerequisites for applying for the scholarship, the conditions to be fulfilled by candidates, the procedure for applying, the method used in selecting candidates, the measures to be

taken for transferring candidates from their present schools to special education schools and classes and the fields of specialization offered.

Copy of the pertinent application form and copy of the undertaking to be signed by selected candidates are appended to the Circular.

Tasks

155. 'Abdul Maqsud, Mohamed El-Sa'id, "Towards a Precise Professional Role for Future Teachers", (Nahwa Dawr Wazifi Muhaddad Li-Mu'allim Al-Ghadd), "Sahifat Al-Tarbiyah" (Magazine of Education), 31st year, Issue No. 2, (March 1979), pp 13-35.

In explaining the characteristics of the teacher's job in the future, the writer mentioned the job's basic indicators, the extent to which it relates to the society's present cultural framework and future trends and the role it would be playing in building the individuals and the society.

The writer then described the teacher's role in fighting backwardness and promoting scientific and technological education and indicated his ability to uncover pupils' talents and aptitudes and direct them.

Dealing with the population explosion in Egypt, he explained the role of future teachers in the face of overpopulation problems as reflected on the educational system. He also described the teacher's role in promoting democratic practices and solving youth problems.

The writer went on to give his own vision of future teachers, deriving his ideas from the variables and trends of the educational system.

In conclusion, he mentioned the tasks expected from future teachers, classifying them into three categories, namely: educational tasks aiming at realizing the pupil's full growth, epistemological tasks involving communication and presentation of information to others and embodying heavy responsibilities on the part of teachers and, thirdly, cultural tasks which help in the individual's social adjustment and personality development.

TEACHER'S PSYCHOLOGY

156. Khedr, 'Ali, "Psychology of the Arab Teacher", (Saykolojiyyat Al-Mu'allim Al-'Arabi), Cairo, Faculty of Girls, 'Ain Shams University, 1979, 37 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

This paper is concerned with the factors which are instrumental in helping a teacher succeed in performing his duty and in being consistent with himself, his pupils and his society. It also deals with the manner in which these factors reflect on pupils and influence their behaviour and their whole approach towards themselves, towards the teaching process and towards the society at large.

An explanation is given of how these factors relate to the teacher's inclinations, trends and personal traits.

The writer then reviewed the conclusions reached by educational researchers on the procedure in practice in Egypt for selecting candidates eligible for admission in faculties and institutes of education, saying that academic work must be thoroughly assessed in such selection in order to insure that better teachers are eventually produced by such institutions. In the opinion of the writer, Egypt's educational aims would be better served through a careful selection and evaluation of teachers. He also stressed the need for an integrative process whereby both the teacher and the pupil develop their personality.

TEACHING PROFESSIONS

157. Qumbur, Mahmoud, "The Teaching Profession in Arabic Heritage and its Reflexions in Contemporary Teaching", (Mihnat Al-Ta'leem fil-Turaath Al-'Arabi Wan-'Ikasatuha fil-Ta'leem Al-Mu'assir), Cairo, Faculty of Education, 'Ain Shams University, 1979, 84 pages.

- Paper presented to the Symposium on the Requirements for an Educational Strategy for Training Arab Teacher, Muscat, February 24 - March 1, 1979.

This paper deals with the teaching profession, its past and present.

It begins with an analytic study of the profession in Arabic heritage and how it consisted mainly of a religious work. The profession continued development until it became a modern profession possessing the technical

qualifications of a profession and having its concepts and methods like any other profession. Teaching in our days involves training and all other professional characteristics including syndication and ethical codes.

The writer indicated the historical factors and circumstances which had their bearing on the teaching profession, either promoting it or handicapping it.

In an attempt to explain the factors leading to the development of teaching as a profession, the writer depicted the impact of foreign influences.

Concluding his article, he stressed the need for developing the profession of teaching in our contemporary life, adding to its positive aspects and minimizing and passive or weak points in it.

Ambitions

158. Subaih, Nabil Ahmed 'Amer, "A New Functional Structure for the Teaching Profession", (Binaa Wazifi Jadeed Li-Mihnat Al-Ta'leem), Cairo, Faculty of Education, 'Ain Shams University, 1979, 77 pages.

- Paper presented to the Symposium on the Requirements of an Educational Strategy for Training Arab Teachers, Muscat, February 24 - March 1, 1979.

This paper deals with the concept, characteristics and prospects of the teaching profession.

It begins with a review of the profession's past and present development and explains the points of strength and the points of weakness in the profession and the causes thereof.

The writer draws a picture of the future of the teaching profession in which he stresses the need for unifying the different sources of training in coordination with faculties and institutes of teacher training. He also stressed the need for interrelating teacher preparation with teacher training, adding that both should be integrated in a process of perpetual training and self development. Every effort should be made to attract to the profession the best elements available, the writer said.

Calling for a new functional structure for the teaching profession, the writer said that this structure should rest on the principle of perpetual training and personal development, in order to help the teacher perform his mission in a changing world.

In conclusion, the writer stressed the need for an onslaught on the teacher's social and economic problems, devising immediate solutions therefor.

TEXT BOOKS

Problems

159. Embabi, Mohamed, "Ministry's Text Book Is Without Protection; The Text Book Does not Perform its Functions", (Kitab Al-Wizarah bila Hemayah; Al-Kitab la Yuhaqqiq Wazaifahu), "Akhbar Al-Yom" newspaper, 35th year, Issue No. 1788, (February 10, 1979), p. 4.

In this article, the writer discussed the problem of the official text books issued by the Ministry of Education, saying that pupils are less inclined to acquire them and prefer the privately published auxiliary books which are far superior in the presentation of material and in their practical approach. He questioned the legitimacy of issuing such books and said that the inadequacy of official text books has been responsible for the widespread distribution of external books.

In this connection, he pointed to the deficiencies in scientific and mathematical text books, as to the volume of their substance and their practical drills, adding that these books have very little model questions and answers if compared to external books.

The writer interviewed some pupils who expressed their own feelings about text books of social sciences and philosophy and mentioned the reasons for their straight preference of auxiliary books.

Concluding his article, the writer said that the Ministry of Education should pay serious attention to text books' technological standard and contents. An integrative team of authors should collaborate in putting out exemplary text books. A special committee should be formed to guarantee that no undesirable books are put to sale in schools.

160. Mustafa, Hassan, "Text Book Week", (Usbu' Al-Kutub Al-Madrasiyyah), "Al-Akhbar" newspaper, (Cairo), 27th year, Issue No. 8334, (March 1, 1979), p. 10.

This article is concerned with text books and the problems they involve.

After stating that text books cost the State extensive time, effort and expense, the writer said that pupils and parents keep complaining from their inadequacy and shortcomings.

Indicating that text books influence pupils' reading and studying habits and determine their academic level, the writer called upon parents to assist in finding solutions for text books problems.

He also proposed that a "Book Week" be organized each year in the course of which pupils dispose of their unneeded text books for the benefit of other readers. In the opinion of the writer, this practice would develop some economic habits in children and teach them to have access to practical life at an early age.

See also: 87.

TYPING EXAMINATIONS

161. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 1 Dated January 2, 1979 in Connection with the Diploma Examinations in the Two Kinds of Typing in Commercial Secondary Schools (Excluding the Branch of Commercial Transactions) and Industrial Secondary Schools (Branch of Laboratory Secretaries) in 1979", Cairo, Cabinet of the Undersecretary for Technical Education, Ministry of Education, 1979, 5 stencil pages.

This Circular sets the rules and regulations governing Arabic and English typing examinations in commercial and industrial schools, including examination dates, the Ministry's instructions on the preparatory steps to be taken by Educational Directorates and Departments, examination schedules, equipment provided for the examinations and formation of examination committees.

The Circular also lays down the rules for selecting chairmen and members of these committees and for availing handicapped pupils of the necessary facilities on the recommendation of the competent medical board.

Directives are also contained in the Circular for exercising care, patience and diligence in handing out and collecting examination papers and in affording pupils the full time allotted for each examination.

In an appendix attached to the Circular, the various sectors of commercial secondary school diploma examinations are indicated together with the Educational Directorates affiliated to each sector.

UNIVERSALITY

Compulsory Education

162. 'Abdul Hakim, Hekmat, "In 1980, All Children under Compulsory Age Will Enter Schools", (Sanat 1980, Sayadkhul kull Atfaal Al-Ilzaam Al-Madares), "Al-Mujtama' Al-Jadid" magazine, (The New Society), Issue No. 3, (January 1979), pp 4-5.

Dealing with the Ministry of Education's efforts and plans contemplated for the International Child's Year, the writer said that the Ministry is determined to realize the right of education to each child, being one of the principles contained in the International Charter on Children's Rights.

The Ministry, according to her, has completed the preparations for availing each child under compulsory age of an opportunity of entering schools until the point of saturation has been reached in 1980. She also explained the Ministry's efforts to check dropouts.

In the same article, the writer dealt with absorption in the one-class schools, plans to extend compulsory education to the preparatory stage and the 3-year plan devised by the Ministry of Education for basic education.

WOMEN

Education of

163. "Woman Education", (Al-Ta'leem Al-Nisawi), "Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (News of the Specialized National Councils), Issue No. 1, (January 1979), pp 38-49.

This article deals with feminine education in Egypt, its history and development.

As an introduction to the article, a review was made of woman education in early communities and the role played by families in this field. With the emergence of developed societies and the changes in economic conditions, feminine education was influenced and was given the name of "home economics".

The article then reviewed the developments undergone by woman education in the 19th Century, indicated the role of foreign missionaries in this respect and explained the trend towards training girls for family life and qualifying them for work in the service of the society. It showed how these elements have influenced the development of woman education in the 20th Century.

Enumerating the schools in which feminine education was practiced before the 1952 Revolution, the writer mentioned in particular schools of home economics, embroidery, feminine culture, feminine education and advanced elementary education.

Feminine schools emerging after the 1952 Revolution included advanced primary schools, industrial technical schools, technical secondary schools for hotels, centers of complementary studies for girls completing primary education, the Institute of Motherhood and the High Institute of Home Economics.

The article then enumerated the schools, institutes and faculties now concerned with feminine education, adding that the shrinking of feminine education is attributable to the present emphasis on general education and the steps taken to bridge the gap between academic and technical education.

The writer added that since 1911, Egyptian expertise has been active in incorporating feminine education in academic educational plans at all levels, noting that such expertise has faded.

In conclusion, a review was made of the public service programmes offered to feminine adults and treated as an irregular study.

Two appendices are attached to the article, one giving the number of schools, institute and girls in feminine education, before July 1952 and the other giving a list of the centers of complementary studies for girls completing their primary education and the number of girls in each center.

YOUTH

Duties

164. El-Dali, 'Ali, "Egypt's Youth and the Slogans' Path", (Shabaab Misr Wa-Mishwaar Al-Shi'araat), "Al-Gumhouriyah" newspaper, 26th year, Issue No. 9167, (February 2, 1979), p. 5.

The writer began his article with a review of some of the positive efforts exerted by youth, such as planting trees in some areas and paving roads and fighting illiteracy in some villages.

Pointing to the role of political parties in Egypt in mobilizing youth energy in building Egypt, he cited the example of the Labour Party's youth who exploited their summer holidays in working on reconstruction projects in Aswan and in some remote areas.

The writer went on to say that there are many opportunities for young men to help in rebuilding their country during summer holidays, adding that such constructive work would distract them from involvement in any activity that is contrary to religion and Egyptian values.

Concluding his article, he said that construction and serious work is more beneficial to Egypt than any slogans which are devoid of all meaning.

Problems

165. Sadek, 'Adel, "Mental Struggle among Youth!!", (Siraa' fi 'Uqul Al-Shabaab), "Akhbar Al-Yom" newspaper, 35th year, Issue No. 1783, (January 6, 1979), p. 16.

This article deals with the crisis from which youth are suffering today, taking the form of disturbances, anxiety and a feeling of loneliness, all of which are symptoms of the psychological consequences of military, political and economic crises endured by any country and shattering the beliefs of young men.

After reviewing the conditions of mental struggle under which the youth are now living and which are demonstrated in the questions posed to him about what is right and what is wrong, the writer classified youth into three categories: one category which has a sense of religion, another category whose religious feeling is almost non-existent and a third which is lost in between.

Moving to the role of religious education in the Egyptian system of education, the writer emphasized the need for such education at this juncture and demanded that the Ministry of Education formulate religious lessons consistent with the students age and mentality. The curricula for a child would be different from those of adolescents and those of young men.

In this connection, he explained the role of information media in teaching correct and proper religious beliefs, adding that the TV should avoid any

programmes ridiculing beliefs and responsibility should be so well defined as to guard against loss of our youth.

Concluding his article, the writer emphasized the family's role in treating youth struggle by way of expedience, insuring proper upbringing of children in the future.

Training

166. Hussein, Ahmed, "Al-Azhar University Student Body Back the Year's Project", (Tullab Al-Jami'ah Al-Azhariyyah Yuayyedoun Mashrou' Al-Sanah), "Al-Ahram" newspaper, 105th year, Issue No. 33685, (March 3, 1979), p. 7.

In a previous article by the same writer, he came out with an original idea called "the Year's Project" whereby all universities and schools would be closed for a whole year during which all energies would be directed towards production and construction. This experiment would also have the effect of training young men and women on manual work and discipline, apart from the culture acquired from going out to life.

This article is a follow-up of the writer's original article. Here, he reviewed the arguments in favour and against the proposed Year's Project, adding that Al-Azhar's student body has been in favour of the Project.

The writer then described the role played by Al-Azhar in resisting the French expedition, in the installation of Mohamed 'Ali Pasha, in the 1919 Revolution and in the tripartite aggression of 1956. He also described its role in sending out scholars who, eventually, brought to Egypt the modern sciences of Europe through translating the various scientific writings into Arabic.

Going back to his proposed Project, the writer re-iterated his conviction that the year of recess would also help the authorities check the present deficiencies in Egypt's educational system and enable young men to develop a sense of self-confidence and love for work even the manual types thereof.

Concluding his article, the writer said that sound planning is most essential for the success of the Year's Project. Other students in universities and secondary and technical schools should follow the example of Al-Azhar students in backing this Project and making it a practical reality.

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